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ABSTRACT

The School Personnel Utilization Project developed a series of modules to assist personnel in building the necessary skills for the development of organizational change strategies and collaborative, collegial educational problem solving capabilities. This specific module focuses on approaches to the enhancement of communication patterns within schools and school districts, and between districts and state/federal agencies concerned with education. It contains four components: (1) an overview and guide to the use of the training module; (2) a monograph on communication and change in schools; (3) instructions and exercises for use with audio modular instructional packets on the basis elements of the communication process and on the helper-helpee relationship. A series of instructional objectives and suggested approaches to the use of the materials is also provided. (Author/DGC)

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COMMUNICATION/INFORMATION FLOW

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FOREWORD

This training module is the result of the needs and desired outcomes of the School Personnel Utilization (differentiated staffing) program which was funded by the U.S. Office of Education to develop alternative staffing patterns for schools. During the course of the design and development of differentiated staffing programs around the country several key components were identified as necessary for change in school-based and district-level settings. The funded School Personnel Utilization Projects in conjunction with the National Cluster Coordination Center and the U.S. Office of Education began a series of developmental activities which culminated in training materials for teachers and administrators. These training materials when utilized provide critical and essential skills necessary for the development of change strategies or collaborative, collegial educational problem solving. Contained within the context of the series of training modules is virtually within every skill needed for a systematic approach to meeting the educational needs of students through more effective school personnel utilization.

These modules are not designed to be the panacea for training teachers and administrators but rather serve as a focus on specific skills which were identified by school-based personnel as crucial in a change effort. This is not the whole story of the activities and accomplishments of the School Personnel Utilization program but is only a small part of what took place over a period of five years (1968-73). It was the desire of the Project Directors, the Director of the National Cluster Coordination Center and the Program Officer of the U.S.O.E. in

planning their efforts to contribute to the body of knowledge which has been building regarding alternatives to managing needed educational change.

It is hoped that through these training materials the School Personnel Utilization concepts and accomplishments will go beyond the federal funding of projects and beyond the boundaries of isolated innovative efforts.

Raymond G. Melton *

Marshall L. Frinks **

Training Modules Available

System Renewal
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Write to:

Dr. Raymond G. Melton
Florida Department of Education
Tallahassee, Florida
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* Dr. Melton is the former Director of the National Cluster Coordination Center which served as the leadership training institute for the funded projects.

** Dr. Frinks is the former U.S.O.E. School Personnel Utilization Project Officer.

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TECHNICAL ASSISTANCE TRAINING MODULE

ON

COMMUNICATION / INFORMATION FLOW

Prepared For The
National Cluster Coordination Center
of the
United States Office of Education

developed by

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University of Massachusetts

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Department of Administration and Supervision
Southern Connecticut State College

IR 001 549

SECTION CONTENTS

A..... An Overview And Guide To The
Technical Assistance Training Module
On Communication/Information Flow

B..... A Monograph On
Communication As Process And
Distort-Factors In The Information Flow

C..... Staff Development: Basic Elements
Of The Communication Process

D..... Staff Development:
The Helper-Helpee Relationship

E..... Second Guide Book: Basic Elements
Of The Communication Process

F..... Copy #2 and Copy #3:
The Helper-Helpee Relationship

G..... Participant Materials:
Staff Development

AN OVERVIEW AND GUIDE TO THE

TECHNICAL ASSISTANCE TRAINING MODULE ON

COMMUNICATION/INFORMATION FLOW

Prepared For The

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I. Introduction

The development and maintenance of effective communication and information flow among the various groups involved in the operation and support of individual schools has become an increasingly complex and difficult task for leadership personnel at the local school level. Increasingly, building administrators and teachers have experienced difficulty in communicating effectively not only with their own colleagues, but also with the various sub-groups that are external to an individual school. These sub-groups include school personnel within the larger system, community personnel, parents, students, and interested business, industrial and university personnel. Effective communication is difficult enough when school personnel are concerned primarily with maintaining the status quo, but when leadership is exerted toward the accomplishment of some change within the school, then the process of carrying out effective communication becomes even more complex and difficult to achieve. Nevertheless, the effective use of communication within the local school can significantly enhance the chances of bringing about successful change within that school.

At the same time that communication difficulties are becoming increasingly apparent at the local level, communications between individual school leaders and personnel within state and federal education agencies have occasionally become strained to the point where they are often nonexistent. Increasingly, federal education agencies have been directing

their communications to state education agencies where some of the message is usually deleted before it is transferred on to the local education scene. And when information from the state agency does arrive within a local school setting, the superintendent or some other central office coordinator usually acts as an extremely effective filter so that very little information from the state or national level ever arrives at the local school. And in those cases where messages do arrive at the local school level, the information usually stops at the principal's desk.

This elaborate information filtering mechanism is not without its merits. Since much of the information transmitted from the federal and state level is quite unrelated to the real world of the classroom, most teachers are not interested in the information and, in addition, the reproduction and distribution of those messages would consume an enormous amount of material and human resources. As it is, teachers are usually thankful that their administrative overseers are so effectively preoccupied with handling what seem to be quite irrelevant messages from the federal and state levels as well as from other administrative agencies within the school system.

Direct federal support for innovative local education programs is also dwindling rapidly and local school systems are increasingly being forced to rely upon their own resources in order to generate and maintain innovative programs. As direct federal assistance in establishing model school systems and programs throughout the nation has declined, the local school

leader has been forced to make do with the resources that he already has. And as local and state funds also become more difficult to obtain, it will become unrealistic for that local educational leader to depend upon relatively expensive outside consultants to come into the local school and explain to the staff what they ought to do and how they ought to do it.

The disappearance of federal grants to local school districts and the increasing difficulty in obtaining local resources for innovation and change should not be considered an entirely negative condition. It may help to suppress some of the bandwagon innovators who are less concerned with improving schools than they are with keeping up with the latest fashions in educational innovations. In addition, the current financial crisis in education may force educators to rely increasingly upon internally available skills and resources in bringing about change. Although it has been fashionable for some time to consider locally available skills as insufficient for bringing about change (under the assumption that if those skills were sufficient, the changes would have already occurred), it may be that the existing human and material resources within local school settings are a potential source of power that has never been fully utilized. And although educators have learned by this time that there are no easy answers to the problems associated with improving schools, one significant step in the right direction might be to provide local leadership personnel with the necessary direction and learning opportunities that will enable them to initiate what is essentially a self-help

program of improvement within their school.

The topic of Communications/Information Flow is an area of focus that can be of significant usefulness to the local educational leader. This Training Module will provide information about the topic in such a way that selected knowledge about communication theory can be transferred effectively to the local school setting by personnel who work on a full-time basis within that setting. Traditionally, although Universities have accepted their role as the developer and discoverer of new information, few university based personnel have accepted responsibility for the translation of their discoveries into the real world where those discoveries are applied. As a result, in education there is usually a time lag of between thirty and fifty years between what we know about a particular topic and how it is applied within the school setting.

As one means of encouraging this translation process, this Training Module has been designed in such a way as to enable the local educational leader to begin the process of developing a sophisticated level of knowledge about communication, an understanding of how to use specific skills and techniques relating to the field of communication and, finally, a willingness to try out, experiment with and modify his own leadership behavior in light of newly acquired communication knowledge and skills.

II. Description of the Training Module Components

The Training Module on Communication/Information Flow consists of four major components: (1) An Overview and Guide

to the Technical Assistance Training Module on Communication/ Information Flow; (2) a Monograph on Communication and Change in Schools; (3) an Audio Modular Instructional Packet on the Basic Elements of the Communication Process; and (4) an Audio Modular Instructional Packet on the Helper-Helpee Relationship. With the exception of the Overview, these component parts have been designed so that they can be used independently or in combination as an integral part of a larger, locally developed in service training program related to the topic of Communication/ Information Flow. Thus, the Monograph contains a greater breadth of background information on the topic of Communication and Change for those educators who are interested in exploring the content area in depth while the two Audio Modular Instructional Packets provide specific examples in implementation mechanisms for applying this knowledge about Communication to the local school setting.

The Monograph on Communication and Change includes the following major sections: (1) An overview of the process of communication including selected theoretical foundations and approaches, (2) Principles of message construction, (3) Principles of communication strategy, (4) Variables of institutional change at the elementary and secondary level, and (5) the use of various communication modes in bringing about change within schools (e.g., written, verbal, non-verbal, visual, and mass media). Although this Monograph has been designed for the educational practitioner, it contains extensive references so that the reader can explore specific areas of interest in greater depth.

The Audio Modular Instructional Packet on the Basic Elements of the Communication Process is a revised version of a document originally developed, tested and refined under the direction of Roger Peck and Arthur Eve at the University of Massachusetts' School of Education.[1] The Instructional Packet is directed toward school principals, assistant principals, and other school personnel involved in the general area of staff development. It is designed to stimulate these staff leaders to carefully scrutinize the communication behavior which they have established with the staff; and to initiate actions which focus on reducing the possible barriers to administrator - staff understanding which may presently exist in their schools.

This Instructional Packet deals with the basic elements of the communication process. It focuses on the process of communication as it is defined from its Latin derivation, communis. Through becoming personally involved in the exercise included in the module, the participants have the opportunity to develop their own conclusions as to the differences between a situation

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[1]The original research on this instructional packet was conducted in 1971 by Eve, Peck and Herrimann in conjunction with James A. Moore of the Florida State Department of Education. Subsequently, this instructional packet was revised and received additional extensive testing by Peck, Levine and Eve in 1972. For additional information regarding the original research and revisions that have been incorporated in this packet, see E. D. Herrimann, A Pilot Study of the Suitability of the Audio Modular Instructional Approach for the Continuing Education of School Administrators (Unpublished Dissertation, University of Massachusetts, 1971) and R. S. Levine, A Study of the Comparative Analysis of the Suitability of the Audio Modular and Audio-Visual Modular Instructional Approaches for the Continuing Education of School Administrators (Unpublished Dissertation, University of Massachusetts, 1972).

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in which two-way communication exists, and one in which communication goes one way.

Upon completion of this Instructional Packet the participant should be able to:

1. Define "communication" as it relates to its Latin derivation, communis.
2. Describe the two basic elements of the one-way communication process.
3. Describe the origin and nature of four hazards to successful communication. ("Successful communication," in this case, relates to the definition of communication given in #1 (above). The reference points for the identification of the hazards to successful communication are the basic elements describe in #2 (above).
4. Describe two advantages and two disadvantages of the one-way communication process, as opposed to the two-way process. (This description is to be based on an analysis of a personal experience in being involved in the two forms of the communication process.)
5. Distinguish between the feelings or attitudes generated as a result of being involved in a one-way communication process, as compared to the two-way process. (This distinction is to be based on an analysis of a personal experience in being involved in the two forms of the communication process, both as a source and as a receiver of information.)

6. Identify two existing personal administrative behaviors which reflect a reliance upon the one-way communication process, and describe two effects that these behaviors might have upon the members of the school staff.
7. Describe two personal administrative actions which could be initiated, the purpose of which would be to reduce the possible barriers to administrator - staff understanding which may presently exist in the school. (These actions should focus on reducing the barriers resulting from practices which reflect or encourage a reliance upon the one-way communication process.)
8. Conduct two analyses in his/her school for determining if one-way or two-way communication exists between the administrator and the staff. In the first analysis a Staff Communication Analysis Chart will be utilized. This analysis procedure includes the following criteria:
    a. Staff comments
    b. Staff suggestions
    c. Staff criticisms
    d. Staff recommendations
    e. Other responses

    A second analysis designed to measure the communication conditions in the principal's school is a questionnaire to be distributed to the school staff for completion.

A communication exercise has been included as an integral component of this audio instructional packet. In this exercise the participants have the opportunity to distinguish between a

situation in which two-way communication exists, as compared to one in which communication goes one way.

The Audio Modular Instructional Packet on the Helper-Helpee Relationship was recently completed by G. Bryniawsky at the University of Massachusetts' School of Education under the direction of Peck and Eve.[1] This two-part Instructional Packet is also directed toward school principals, assistant principals, and other school personnel involved in the general area of staff development. This Packet reviews the major desired outcomes which should result from the Helper-Helpee relationship, and then focuses upon some of the behaviors which the staff leader must display in the Helper-Helpee relationship in order to produce these desired outcomes. Participants have an opportunity to become involved in two exercises within this packet. This allows for an assessment and refinement of their leadership skills in the helping relationship, specifically in reference to the proper initial response in a conference setting.

Upon completion of Part I of this Instructional Packet, the participant should be able to:

1. Describe three major desired outcomes of the Helper-Helpee relationship.
2. Describe six behaviors the Helper must display in order to produce these major desired outcomes of the Helper-Helpee relationship.

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[1]For additional information regarding the research that has been incorporated into this packet, see G. Bryniawsky, A Study to Determine the Suitability of Utilizing the Audio Modular Instructional Approach for Training School Administrators in Skills Pertaining to Staff Development (Unpublished Dissertation, University of Massachusetts, 1973).

3. From observing a teacher-administrator conference in which the teacher is seeking help to a problem, identify and describe the behaviors displayed by the administrator which will help, and those that will hinder in the production of the desired outcomes of the Helper-Helpee relationship.
4. In the role of a staff leader, participate in a conference with a teacher the result of which produces movement toward the desired outcomes of the Helper-Helpee relationship.
5. Identify the differences and similarities existing between the "game" and a Helper-Helpee relationship.

Upon completion of Part II of this Instructional Packet, the participant should be able to:

1. Identify the major commonalities found in individuals seeking help.
2. Identify the most common barriers present which prevent individuals from accepting help.
3. Describe the effects "advice giving" has on a potential helping relationship.
4. Distinguish between the listening skills necessary for a successful helping relationship and the listening habits normally developed by individuals.
5. Identify basic techniques which can be implemental to assist administrators establish an effective helping relationship.

III. Summary

This Training Module on Communication/Information Flow consists of the following four components:

(1) An Overview and Guide to the Technical Assistance Training Module on Communication/Information Flow

(2) A Monograph on Communication and Change in Schools

(3) An Audio Modular Instructional Packet on the Basic Elements of the Communication Process

(4) An Audio Modular Instructional Packet on the Helper-Helpee Relationship.

Each of these major components has been designed for individual or combined usage by local school system leadership personnel. It is anticipated that this Training Module on Communication/Information Flow will provide the reader with a self-contained set of learning experiences that can be utilized by administrators and other instructional leaders within the local school setting as a resource for designing, implementing, and evaluating successful in-service education programs relating to the more effective use of communication knowledge and techniques within the school setting.

A MONOGRAPH ON

COMMUNICATION AS PROCESS

AND

DISTORT-FACTORS IN THE INFORMATION FLOW

BY

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"I live on Earth at present, and I don't know what I am. I know I am not a category. I am not a thing - a noun. I seem to be a verb, an evolutionary process - an integral function of the universe."

R. Buckminster Fuller[1]

OUTLINE OF CONTENTS

I. DEFINITION OF THE ELEMENTS OF COMMUNICATION

A. The Source

B. The Code

C. The Message

D. The Channel

E. The Receiver

II. ERRORS ALONG THE COMMUNICATION CHAIN

A. Errors And Distort Factors Associated With The Source

1. Inappropriate target:
2. Inadequate assessment of needs:
3. Misjudgement of context:
4. Undefined or ambiguous goals:
5. Insufficient evaluation of potential and probable effects:
6. Choice of improper code or channel:
7. Summary of Source distort-factors:

B. Errors And Distort-Factors Associated With The Code

1. Error of the inappropriate symbol:
   a) Sensory differences
      1) visual problems
      2) auditory problems
      3) tactile, taste, and olfactory problems
      4) problems of multiple input:
         a. outside distractions
         b. contradictory messages
         c. background noise
   b) Mental or emotional differences
   c) Social or Cultural Differences

2. Error of an undefined structure:
3. Summary of Code distort-factors:

C. Errors And Distort-Factors Associated With The Message

1. Information not intended for transmission:
2. Omission of intended information:
3. Summary of Message distort-factors:

D. Errors And Distort Factors Associated With The Channel

1. Sensory interference:
2. Environmental interference:
3. Summary of Channel distort-factors:

E. Errors And Distort-Factors Associated With The Receiver

1. Inability to receive information:
   a) sensory inadequacy
   b) mental or emotional rejection
   c) societal or cultural disparities
2. Lack of motivation to receive information
3. Inability to correlate information
4. Inability to respond to information
5. Summary of Receiver distort-factors

III. COMMUNICATION AS PROCESS OR CHANGE

A. Feedback
B. One-Way Communication
C. Two-Way Communication
D. Mass Communication

IV. APPENDIX

A. Figures
B. References
C. Bibliography

Communication has been defined as an effort to establish a commonness with another person or group by sharing information, ideas, or attitudes. This dynamic process, at its simplest, involves a Source, and a Receiver, and some way to connect or make them common.

The ramifications of these contacts may range from the purely physical, for example the changed vectors of random colliding molecules, to the totally abstract, as in the case of mathematical formulae derived from previous formulae. In short, the entire potential spectrum of a man's inner and outer experiences is the result of communication with his world, with himself, and with those who share or have shared his world.

Any number of models to describe the dynamic process of communication have been constructed. Berlo,[2] in his Process of Communication reaches all the way back to Aristotle[3] in his examination of model communication systems. The models of Shannon and Weaver,[4] Schramm,[5] Westly and MacLean,[6] Fearing,[7] and Johnson[8] are also mentioned as having constructed variant models.

All these systems include or incorporate certain basic elements, as discussed by Gorden McClosky[9] in Education and Public Understanding. Whether man is communicating with himself, with another, with a group, or with his environment, these elements must all be present for communication to take place. Each of these elements may vary in importance in any given communication, but all these elements are present in every communication.

I. DEFINITION OF THE ELEMENTS OF COMMUNICATION

Communication is the process of the interaction of the following elements: (A) a Source of information; (B) a Code to make common the terms of the information; (C) a Message consisting of the information to be transmitted; (D) a Channel between Source and Receiver by which the coded message may be transferred; and (E) a Receiver to accept the information.

If any of these elements are functionally inoperative or ineffective, at best, a garbled or distorted communication will take place. If one or more of these elements are missing, no communication can take place. Since these elements are the basis and the building blocks of all communication at all levels, a closer examination of each of them is in order before we examine the dynamic and ongoing process of communication.

A. Source

Any specific communication is initiated from a source, i.e., an object, an individual, or a group, which contains certain information, ideas, or attitudes. For instance, an object, such as a bone or a piece of charcoal from an archeological "dig" may be analyzed for radioactive carbon content and thus yield information as to the age of the object in question. An individual may have an idea that a certain area may be rich in valuable artifacts. A government may have an attitude that all such artifacts are the property of the nation which that government represents.

A source of data must exist if communication is to take place, but the mere existence of such data is meaningless unless that information is made available through a process of communication. A computer full of data is useless to the operator who does not know how to retrieve the information he requires.

B. Code

A code is a set of symbols agreed upon, or at least mutually understood by the source and by the receiver. These symbols may be visual, e.g., written words, traffic signals. They may be sounds, e.g., spoken words, factory whistles. Tactile symbols may be used, e.g., the handshake is a component of the ritual of introduction. In fact, all the modes of perception available to us have their own particular clusters of symbolic referents. Codification is, in itself, a method of selection, abstraction, and definition.

Larger patterns, resulting from multi-sensory input, may become further codified. Any activity man indulges in may become ritualized, whereby certain stylized gestures come to stand for whole classes of activity. Thus choreography may be used to tell a story, music may describe an emotion, and abstract art may communicate an intensely personal vision of the world.

For a code to be functional, there are two general requirements. First, a code must consist of a group of symbols or elements, e.g., sounds, written characters, words, gestures, etc. Secondly, these elements must be structured

or combined in meaningful patterns, e.g., spelling, sentence structure and syntax. The elements and the structure of the code become, in fact, a part of the message.

In all but the most mathematical of communications, the personal biases of the source which encodes the message and the receiver which decodes the message, are entered into the communication. Bertrand Russel, on the fallacy of emotive language, declined "I am firm. You are obstinate. He is a pig headed fool."

C. Message

> "...And what is the message? The message is a discrete or continuous sequence of measurable events distributed in time..."[10]

The message consists of that information, idea, or attitude which is transmitted from the source. In Olson's definition (above) the "message" is viewed as particulate and separate pieces of information, analogous to the "bits" of data stored in computer memory-banks, which are arranged into meaningful patterns by their sequence in time and their placement in space. Thus viewed, an individual "message" may be part of a larger message which is part of a still larger and emerging pattern. An example of this might be a simple electronic "message" to a television picture tube to emit a pulse of light or not to emit a pulse of light. By sending thousands of such messages along a line and then arranging hundreds of such lines in sequence, a picture emerges which may be interpreted by a receiver. The elements are discrete, but the results are both composite and dynamic.

In human communication, the "message" is the sum and total of what the source transmits to the receiver. A source may wish to transmit certain "facts" to a given receiver, but by body gestures, previous actions, etc., indicate that he does not really believe the "fact" he is communicating. The verbal part of the message may be "this is how it is", but the total message may be "I don't really believe a word of it."

Thus, we can see that, while an individual message may be an independent and discrete entity, it is subject to misapprehension by both the source and the receiver. The fact that separate and even contradictory messages may be transmitted simultaneously via all the senses - sight, sound, smell, touch, taste, and the fact that both source and receiver necessarily place that message in separate, personal references of present, past, and projected future, multiplies the potential distortion of even the clearest of messages.

D. Channel

A Channel is the medium through which a message is transmitted. It may be a sensory channel. For example, with the spoken word, or with music, the message is transmitted through sound waves. A referee in a football game transmits messages visually. A lover may express himself through the sense of touch. Special perfumes and shaving lotions are meant to convey certain messages through the sense of smell. All of our sensory apparatus functions as specialized receiving stations or input channels which funnel incoming information

through their proper receptors for decodification and analysis. (We do not literally taste red or see the sounds of radio.)

The channel chosen to carry the message, in some ways, determines what messages may be transmitted, and modifies what messages are received. There must be common channels between the source and the receiver for the message to cross over. A painting conveys little meaning to a blind person. A telephone is relatively useless to someone who is deaf.

Multiple channels may be employed to reinforce a message, or to add to it for the purpose of producing a composite message. For example, the parent who verbally scolds a child may reinforce the message by frowning at the child (visual), and/or slapping his hand (tactile). An example of the composite message might be an individual who smiles warmly upon introduction, but whose handshake is very cool or detached. As more channels are employed to transmit a complex message, the greater the possibility of distortion and misapprehension by the receiver.

E. Receiver

The Receiver is the target of a specific communication. He is the one at whom the message is aimed, or at least the one on whom the message impinges. If the message is directed by the source at a specific receiver, then that message must be couched in terms which are common to both the Source and the Receiver. Verbal messages require a common language between the Source and the Receiver. Ship captains may not speak the same language, but each would understand the visual

presentation of colored flags in specific and agreed upon arrangements. A certain commonality of culture must also exist between Source and Receiver. A kiss may be a gesture of love in one culture while this same touching may be totally repulsive in another culture.

A Source may modify his message to be certain that the message is received by the intended Receiver. One would present quite different lectures on current events to a third grade classroom and to a senior honors class.

We can see that a misjudgment of what is common between the Source and the Receiver can have a serious effect upon the clarity of the message and the quality of communication.

These five elements, Source, Code, Message, Channel, and Receiver must all be present in some form for communication to take place at any level. This is true for the entire range of human activity. Whether we are talking about communication at the intra-personal level, thinking and learning, or at the highest inter-group levels, such as international diplomacy, these elements all seem to be necessary for cognizant interaction to occur.

II. ERRORS ALONG THE COMMUNICATION CHAIN

Each of these elements are necessary for communication to occur and, consequently, each of these elements are inherent sources of distortion of the message. Each of the separate components are subject to their own particular types of error and each comes equipped with its own particular pitfalls.

We can catalog some of these pitfalls. The following examples of distortion are intended to be suggestive of the kinds of generalized errors which may cause inaccurate transmission of a projected message to an intended receiver.

A. Errors and Distort-Factors Associated with the Source

If there are errors of misjudgments within the Source itself, distortion of the intended message will be broadcast and multiplied along the entire chain of communication. The errors associated with the Source tend to be generalized and tend to be judgmental in character. They also seem to be primarily associated with informational deficits, clustering around the who, what, when, where, and why of a situation.

A partial listing might include attitudinal, distortion-inducing errors such as: the choice of an inappropriate target for your communication, (the who); an inadequate assessment of your needs, (the what); a misjudgment of the context in which a given message is made operative, (the when and where); undefined or ambiguous goals, (the why); an insufficient evaluation of the potential and probable

effects of a given message, (the How); and, finally, the choice of improper codes or channels (the Which of it).

A closer examination of some of these generalized, error-prone areas will show how judgmental errors initiated at the Source may introduce distortions along the entire communications circuit, from Source to Receiver, with the attendent probability of error magnification at each link in the chain.

(1) Inappropriate target: A transmission of the clearest message, in the most precise terms, may be a meaningless exercise if the target of that message is unequipped to handle the information which you are presenting, or is unable to act upon the request which you are soliciting. Generally, we do not approach our lawyer with a medical problem, or present last month's telephone bill to our dentist. We must choose an appropriate audience if we expect an appropriate response.

If requests are to be made, there should be a reasonable expectation that those requests could, in some way, be acted upon. Frustration and alienation of potentially valuable assistance results from wasting people's time with things that they have no control over, or with things that could be more easily and properly taken care of by others with more specific impact.

If information is to be presented, the audience should have the capability of handling that information at the level on which it is presented. An intermediate level physics

lecture might be boring to a graduate engineer and over the head of a high school history student. Yet the same material might be presented in a manner which was interesting and informative to both. The language used and the assumption of previous knowledge would be factors determining whether or not the intended information were rejected or unassimilated by the target of your communication.

A misjudgment of the capacities or capabilities of the target of any given communication can result in an exercise in wasted motion. If the target does not understand the message, or is unable to do anything about your requirements, even though he does understand what it is you need, then you may be wasting both your time and his.

(2) Inadequate assessment of needs: If you can be specific about what it is you need, what you wish to obtain or accomplish by transmitting any given message, then it is more likely you will be able to formulate a specific message which will effectively describe that need. No matter how willing other people or groups may be to satisfy your needs, unless they know exactly what it is you want, they can only partially, or, at best, inefficiently fulfill those needs.

Not knowing exactly what is required may cause you to ask for too much, inducing resentments among those who you make excessive demands upon. If you ask for less than you require, you may have to return and ask for more, increasing time demands upon people and again inducing resentment. You may ask for the wrong thing entirely, causing people to

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question your judgment and, perhaps, to be reluctant about aiding you in the future.

Inherent in all these misjudgments is the possibility that you might have to perform your chosen task without the support you have desired and might have obtained. The end result of an inadequate assessment of your needs is that you do not accomplish what you wish to accomplish in the way that you intended or with the resources which you may have included in your planning.

(3) Misjudgment of context: Often, the context in which a message is placed, the when and where of it, will have a biasing effect on the content of that message. The manner of presentation is a part of the message transmitted, and the context in which a message is presented becomes an integral part of that message's reception. A misreading by the Source of the timing or the circumstances involved may drastically alter the effects and the effectiveness of any message.

A message which might "turn on" and motivate a group of students might "turn off" the local Chamber of Commerce. Even though the intent in both cases might be to present material which is beneficial to both groups, if those two speeches were to be switched, disaster could ensue. If the source misjudges and chooses the wrong place to present a specific message, totally counter-productive results may occur.

The timing of a message can affect that message's impact, its clarity, and its significance. People are more willing

to listen about fire insurance after their neighbor has been burned out. Knowledge of what is affecting people's lives helps you to couch messages in terms that are significant to those you are trying to reach. Introducing an idea at the wrong time may cause the rejection of that idea, which under other circumstances would be perfectly acceptable.

Judgmental errors by the Source, errors involving the when and where, or contextual aspects of communication manifest themselves primarily in terms of tact, discretion, and timing for maximum effect. For a message to have a significant impact, some consideration of the timing and the circumstances surrounding the release of that message are necessary. When errors are made in this area by the Source, potential allies may be alienated by "putting someone on the spot", messages may be rejected before they are fully understood because they were presented in emotionally repugnant terms, and poor timing can be the difference between a marginal and an effective communication.

(4) Undefined or ambiguous goals: The degree to which the Source is aware of why he is involved with any given message will have some degree of effect on that message's reception and on its impact. If the reasons for the communication are undefined or ambiguous, the message itself will pick up some of those qualities.

The clarification of specific goals, knowing the rationale behind the action of any given communication, helps to determine which actions we take, which communications we engage in, who

we target for those communications, and how we shape those communications.

If we don't know, specifically, why we are doing whatever it is that we are doing, we become diffuse and more easily distracted. We may choose a message which is inappropriate for the target of our communication, or a target which is inappropriate for the message which we are attempting to transmit. In either case, obfuscation and misunderstanding are the end results, with people "getting" the wrong message, or the wrong people "getting" the message. Both instances are counterproductive. Both instances are wasteful of time and energy, both yours and your receiver's. Both instances are less likely to occur when a clear idea of the purposes of the communication have been formulated.

Since people tend to assign motivation to the actions of others, it is important that others have some sense of, not only what you are communicating, but why you are engaging in communication. If you are not clear on your own strategy, you cannot effectively build into your message at least an implied rationale which would be acceptable to the target of your communication. This implied rationale should be shaped to enhance the acceptance of your message, or at the least, should not hinder such acceptance by those who you wish to influence by means of your message.

Often, the rationale assigned to the Source by the Receiver, the answer to the question "Why am I receiving

this information or this request?" will have a biasing effect on the reception of that message, the attention paid to that message, and the relative importance attached to acting upon that message. Because motivation, whether declared or assigned, becomes an implicit part of every message presented, even the declared status of "for no particular reason" assigns a value to the information presented and a priority to the implementation of such requests. The receiver may well delay action on such activities until he can clarify the purposes of the Source, or, at least, assign motivation on the basis of his own judgment.

If such a dismotivated message is exchanged between peers, inaction, or wrong action may occur. If such a message is channeled down from a superior position, the action is undertaken, but unnecessary resentment may be induced. If people have a sense of your direction, there is a greater likelihood of enlisting their aid, heading off their opposition, or merely effectively influencing them, which was the original purpose of the communication.

By incorporating and assigning acceptable motivation into his messages, the Source will enhance the reception of his information, increase the potential that his requests will be swiftly and accurately acted upon, and, more importantly, decrease the possibility of negative reaction to his output due to mistaken apprehension of his goals.

The Source has less control over this aspect of distortion, the assigned motivation, than some of the other

areas of distortion due to source errors of judgment which we have examined. No judgment, rather than misjudgment generally characterize the Source errors in this area, the "why" of the message. Because motivation is implied in every message, yet is specifically dealt with in few messages, clarification of goals can have an enhancing effect on the precision of every message the source engages in. Therefore, the more precisely the Source knows why he is communicating, the more accurately he will be able to shape his messages in terms of the effect he wishes to achieve.

You have to know where you are going before you can figure out the best way to get there, and some folks object to just going along for the ride.

5. Insufficient evaluation of potential and probable effects: The Source, by making judgments on the content of his message, his target, and his mode of transmission, makes implicit judgments concerning how his message will emerge, how it will operate, how effective it will be in expressing what he wants, and how successful it will be in reaching those whom he wishes to reach.

The distort factors operative in this area of judgmental errors by the Source are those over which he has the least effective control. Because the effect any given message will induce is only observable after the fact of the message, the Source can only estimate, with varying degrees of accuracy, the probable reaction to any given transmission. If he guesses wrong, totally inappropriate or counter-productive

results may occur.

The lack of judgment, or the lack of common bases for judgment, increases the difficulty of accurate communication. The less commonality between the partner components, the Source and the Receiver, the more difficult it becomes to judge the effect and the effectiveness of the message that has passed between them.

The tendency is to use the lowest common denominator as a basis for projection, and, by treating only with selected aspects of the target of the communication, strip the Receiver of his individuality, effectively de-humanizing him. The results are a lessening of the quality of communication, imprecision, inaccurate projection of probable effects, and the utilization of inappropriate means to achieve inconclusive ends.

This kind of interaction, where information is presented, but the probable effects of that information are not considered in the shaping of the communication is described by Lewis Yablonsky in Robopath[11] with the following dialogue:

> Doctor: Didn't my nurse call you"
>
> Patient: No.
>
> Doctor: Oh, I see. Well, the tests reveal that you will be dead in from four to six weeks.

The more accurate a Source can be in judging the probable effects of variously shaped messages on differing individuals or groups, the more effective he will be in deploying the information he wishes to place within the appropriate context.

By examining the potential and probable effects of his message, the Source may modify his message for greater impact, or to head off undesirable responses, or simply to clarify his position. The basis of all scientific knowledge of our environment is the ability to predict a particular response in the future based on our observation in the past. The more accurate our observations are, the more rigorous our predictions will become.

Judgmental errors by the Source in this area may lead to the eliciting of negative responses which might have been avoided. They may lead to overlooking aspects which would have amplified the effect the Source intended to produce. If you know how your message will probably work, you can make more valid judgments as to whether or not that message is proper to your purposes. The more accurately you can predict the results of a given message, the more meaningful your decision to transmit that particular message becomes.

6. Choice of improper code or channel: Although we will examine specific errors in the areas of codes and channels a little later, at this point, we are concerned with the gross mechanical midjudgment of choosing the wrong code or channel to form and transmit specific messages to particular Receivers.

It is useless for the Source to speak to the Receiver in a language that is not common to both of them. The most beautiful Indian poetry offers little content to an English speaking audience. A Russian lecture on astronautics is

useless to most American engineers. The most carefully constructed document is merely a piece of paper to one who cannot read it. The richly allusive Kabuki dance offers up only fragments of its total message to those not familiar with the symbolism.

It is also desirable that the Source speak to the Receiver at a level which is mutually comprehendable. If the Source speaks "over the head" of his audience, parts of that message will be lost or, at best, misinterpreted. If he "talks down" to his audience, feelings of resentment may be induced as well as a feeling that time has been wasted. By eliciting negative reactions such as these, the effectiveness of any given communication must suffer.

The same kinds of gross misjudgment in the area of channel choice will produce similar negative reactions. A radio program for the deaf, a cartoon for the blind, although obvious exaggerated examples, are the types of inappropriate channel choices which allow for little or no interaction between Source and Receiver, and, consequently little or no transmission of meaningful information.

If the Source misjudges what is common between itself and its intended Receiver, or misjudges which channels are open between them, diminished interaction, or, in some cases, no interaction will be the result. It is senseless to shape and labor over the content of a message if that message is not going to bridge the gap between Source and Receiver.

7. Summary of errors and distort-factors associated with with the Source:

In examining some of the inherent distort-factors associated with the Source, several things emerge.

First, most of the errors examined were errors of judgment or errors of attitude. These errors, in most cases, precede the formation of the message itself, the transmission of that message, and the reception of that message. Because the distortions discussed occur at the outset of the process of communication, and because there is the probability that each of these distortions will be magnified at every step in the communication process, small errors introduced at the Source may become so large as to preclude any communication by the time they reach the Receiver.

Second, it is the Source who must make the original judgments on what the message should contain, what code will be used to shape that message, what channels will be employed to transmit that message, and who will receive that message. There is ample room for inadequate or erroneous decisions, as well as inadvertant omissions, in each of those areas. Errors built into each of these areas by the Source become an integral part of the total message when communication is viewed as an on-going process.

The six major areas of informational deficit examined, in which distort-factors at the Source are especially operative are:

1. Choice of an inappropriate target (the WHO)
2. An inadequate assessment of needs (the WHAT)
3. A misjudgment of the context (the WHEN and WHERE)
4. Undefined or ambiguous goals (the WHY)
5. An insufficient evaluation of effects (the HOW)
6. A choice of improper codes or channels (the WHICH)

Within these parameters, errors of judgment are among the most difficult to specifically identify, and errors of attitude are among the most difficult to correct. Distortion of the intended communication, distortion at and by the Source, is, at once, the most pervasive flaw in the process of communication, and, because these flaws are so generalized, the most difficult to analyze and eradicate.

B. Errors and Distort-Factors Associated with the Code

The errors associated with the code tend to be specific and tend to be structural in character. They seem to be primarily associated with symbolic correlations or with configurational and syntactical relationships.

Any code consists of at least two general components. A code must have a set of symbols with specific referents and a code must also have a structure which relates those elemental symbols in meaningful patterns. For example, the code which is the English language contains the specific pronoun symbol "I" and the specific verb symbol "do". The meaning of these symbols is specific. Yet the joining of these two symbols can produce two different messages. "I do" is significantly different from "Do I?" The order in which the symbols are

placed is a part of the message produced.

We can, therefore, look at two different types of potential error in examining the code function in communication, the error of inappropriate symbol and the error of undefined structure.

(1) Error of the inappropriate symbol: At its simplest, a symbol is something, a sound, a word, a written or a drawn character, a gesture, or an object, which stands for and signifies something else. By the utilization of symbols and by their manipulation, man is able to greatly increase his frame of reference. If man has a word or symbol for "tree", he does not have to have a tree to point to every time he wishes to refer to one. Symbolization allows him to refer to objects not at hand, thereby presenting him with access to his entire scope of past experience.

No longer limited to only those objects in his field of vision, he may draw from his past, and consequentially, project into his future. It is precisely this ability to manipulate symbols, to draw from the past, rearrange patterns, and project those patterns into some future, to anticipate results of actions and congruencies, that is the process of thought itself and the basis of most knowledge.

The process of assigning and manipulating symbols becomes more complex when an individual moves outside himself and his thoughts, and makes attempts to interact with other individuals. It then becomes necessary to correlate what

symbols are to be used mutually, and, in effect, to decide what symbols are to stand for which objects or actions. Only when the symbols used to communicate have at least the same denotative meaning, when they stand for the same thing, can a basis for interaction be built.

A good, working system of symbols will define, as precisely as possible, within a context of mutual experience, what symbols stand for exactly which objects and which actions. It is in this area of precise definition that some of the more blatent errors of inappropriate symbol designation occur.

The fact that symbols may be assigned different meanings by different groups is a danger which is always present. The possibility of misdesignated symbols is inherent in any communication between individuals who have differing perceptions, differing abilities, differing motives, differing values, and different experiences.

These errors are most often specific errors, errors in which the wrong tag is placed on an object or an action. This inappropriate tagging may take place and result in misunderstanding between individuals or groups in any of the following areas of divergence: sensory differences, differences in mental abilities or frameworks, differences in emotional values and colorations, social differences, and cultural differences. The wider the divergency in any or all of these areas, the more difficult it becomes to allocate a specific and definitive meaning to any given word or

symbol. The same plot of land may be a "landscape" to an artist, a future housing development to a businessman, a good place to grow corn for a farmer, and "home, sweet home" to the owner.

In the same way, a single symbol may have a multitude of connotations or associative meanings which would vary from man to man, from class to class, from nation to nation, and, from time to time. Because each symbol that we employ carries these kinds of connotative variations, it becomes even more critical to define the denotation of any given symbol if meaningful interaction between people is to exist. A closer look at some of the differences enumerated above may help to bring into focus the kinds of distort-factors at work on the symbols through which we reach out to others.

(a) Sensory Differences: Each of our individual senses, operating as the receptors of input and as information funnels, may malfunction sporadically or consistently, thereby distorting or skewing what we receive and building in inaccuracies even before that information can be sorted or analyzed. All the information that each of us receives from our environment is channeled, in some way, through these sensory receptors.

In symbolization, especially in the preparation for exteriorizing of one's perceptions, the relationships between what different individuals actually perceive must be examined and weighted. We can look at each of the senses separately and see what kinds of misperceptions can and do occur, and

what kinds of distortion may result.

There are five basic types of information which we are biologically adapted to receive: visual information, auditory information, tactile information, olfactory information, and taste information. Most of us are equipped to receive information in each of these areas over a certain range which varies from individual to individual. For example, most people can "see" light waves which occupy the range between ultra-violet and infra-red. We do not see x-rays, which are "shorter" than ultra-violet waves. Nor do we see radio waves, which are "longer" than infra-red waves. Most people can "hear" sounds which fall in a range between thirty cycles per second and sixteen or seventeen thousand cycles per second, yet a dog is equipped to "hear" sounds as high as twenty-five thousand cycles per second. The individual ability to discriminate within these ranges varies from person to person and from mode to mode.

A look at the kinds of information received at the various points of input will give some indication of the kinds of problems specific to these different receptors.

1) Visual problems: A basic form of symbolization occurs when an individual points to an object or an action and then makes a sign, a sound, or a gesture. The sign, the sound, or the gesture comes to stand for the object or the action pointed out. Such sign language is a rudimentary system of communication, as anyone who has traveled where the spoken language is different from his own will verify. He will also

tell you that the signs and gestures which seem so obvious to him are not always so obvious to the target of his communication. That is one reason why charades can be played as a competitive game.

There are two aspects to the problem. If people look at different objects and see the same thing, or if people look at the same object and see different things, problems in symbol assignation can occur.

Color blindness might be an example of this kind of problem. A figure or color might be presented and pointed to which was not within the sensory range of the Receiver. If the entire world were viewed as a black and white television set, there would be enormous difficulty in describing yellow or explaining blue. There is no direct sensory way for the receiver to perceive what is being pointed out. For the observer, that figure does not have a referent in the "real" world of his perception.

As the correlation between an object and the symbol for that object becomes more direct and more exact, the specificity of the message and the potential for misapprehension decreases. Unless the object being pointed out is in the visual range of the observer, inaccurate symbolic correlations can take place. If the object being pointed out is viewed in a distorted way by either the Source or the Receiver, a distorted symbolic referent will be formed and this distortion will carry over into any messages formulated between them. You may get a different eye-witness account of an event for

every observer questioned. Different aspects of the action may be distorted, exaggerated, or omitted entirely. What is "right before your eyes" may not be what is right before your neighbor's eyes. The closer we can bring these divergent views, the tighter the focus, the more accurate will be the symbol we choose to represent what is being viewed.

2) Auditory problems: Specific sounds may be utilized as symbolic referents to the perceived world. Words, factory whistles, the clicks of a telegraphic code, all these sounds operate as symbols. The same problems of specifically correlating sound symbols with the perceived world are present. If the sounds do not designate the same object or action to both the Source and the Receiver, accurate transmission of the message cannot take place. If the Receiver is unable to clearly "hear" the symbols, inaccuracies will occur.

The major problems involved in auditory symbolization are accuracy and clarity. The spoken words must mean the same thing to the Source and to his target, and they must be clearly audible, that is within the range of the target's perceptions. A dog whistle may be used to call your animal, but not your child. If someone cannot hear you clearly, he will either not be aware of your message, or he will garble that message.

Auditory symbolization is a little more abstracted than visual symbolization because, in the one case, an object is pointed at and then compared with a visual symbol,

such as a caricature, a sketch, or a more general or stylized object. In auditory symbolization, visual objects are translated into a different sense, the sense of sound, and at every phase of abstraction, there is the probability of distortion at the interface. Also, with every step of abstraction, distance increases between the symbol and the thing. Room for personal interpretation and biases increases as the symbol becomes more general.

If a message is to be translated into code, if symbolization in terms of sound is to take place, the target must be capable of perceiving the sound elements of the code, and must make the same correlations between the sounds transmitted and the object-action which they represent. The target must hear the words, and the words must mean the same things to both target and Source if accurate communication is to occur.

3) Tactile, olfactory, and taste problems: Each of these input areas, these clusters of receptors, have their own particular kind of information which they are capable of receiving. Each kind of information has the potential of being translated, correlated, and cross-referenced with other sources of informational input. Each area provides specific signals which may be attached to specific symbols. Touch, smell, and taste are each a language of their own providing information about our environment.

Each of these signals are also subject to the same

kind of manipulation, symbolization, evaluation, and abstraction as are the visual and audible signals discussed earlier. The same processes are at work, and, consequently, the same inherent distort factors come into play. The receptors must be operative, and the assigned symbols must be mutually specific if accurate utilization of these modes of communication is to occur.

Because these areas of apprehension tend to be more generalized than the areas of sight and sound, we tend to be less specific in assigning exact symbolic correlations. The dog, for instance, obtains much more precise information through his sense of smell than people do. The fact that these senses are more generalized makes their symbolization less exact. Exact correlations between specific sensory input and specific assigned symbol in these areas are difficult to come by, and therefore, are more easily distorted in the transmission of those inexact symbols from one individual to another.

More often, these senses are used as subsidiary or additional sources of information to be projected, rather than as the primary mode of communication. Because the apprehension of information in these areas is vague, the symbols used to convey information concerning these areas tend to be general, judgmental, and imprecise. Something tastes salty, or bitter, or sweet. Things feel hot, or cold, or soft, or hard. Things smell good, or smell bad. Any further clarification of these observations is usually

done in terms of comparison, and whenever different people begin to draw on their separate experiences for comparisons, the chance for inexactitude is multiplied enormously.

Either consistent or occasional distortion of information at any of the sensory inputs may cause the wrong tag-symbol to be placed on the object-action referent, inducing built in errors at the Code and distorting any message transmitted or received in which that code is used.

4) Multiple input: Even when we are working with specialized equipment, such as telephones or cameras, it is seldom that we receive information through a single source of input. There is a constant and simultaneous bombardment of all the senses with a multitude of conflicting and often contradictory messages.

The brain, or message center, monitors the input from all the receptors, screens out a certain portion of what is received, and makes some choice on where attention will be focused. In order that the intended message be received clearly and with maximum effectiveness there are three areas which must be attended to.

a. First, outside distractions and considerations must be minimized and/or neutralized. If it is too noisy, you will not be heard. If it is too dark, you will not be seen. If it is uncomfortable, too cold, or too damp, or too hot, for example, the amount of attention paid to your message will decrease as the discomfort increases.

b. Second, contradictory messages which are reaching the receiver simultaneously must be minimized. The doctor who

lectures on the dangers of tobacco should not do so with a cigarette in his hand. The extent to which Alcoholics Anonymous succeeds is, to a large degree, due to the fact that their members' actions back up their words. People believe what they say because they see them doing what they say.

c. Third, if a message is shaped to cut through the "background noise" of sensory input, if it can penetrate the screening and be immediately tagged as "important", it is more likely that the message will be accurately and closely examined. That is one reason why shipboard messages are preceded by a whistle, why some television stations increase the volume, momentarily, when displaying commercial messages.

The use of simultaneous messages, each aimed at various receptors, which reinforce each other, enhances the reception of any given communication. The composite message, which is the sum of the input from all of the Receiver's areas of input, is the message which is ultimately attended to or disregarded.

Therefore, this source of distortion, whereby a symbol is mismatched to a sensory referent due to a confusion of input, can cause a message to become diluted, misunderstood, or just plain lost in the welter of incoming, unstructured impulses.

b) Mental or Emotional differences: Anything which diminishes the commonality between sender and receiver must be taken into consideration in the framing of a particular

message. Mental and emotional differences between the Source of a communication and the target of that communication may cause the symbols chosen by the one to have different object-action referents for the other.

When an adult communicates with a child, the level of sophistication is, or should be, taken into consideration. If the target of the message is mentally unequipped to deal with the symbols presented to him, that message will be both confusing and ineffective.

If the message is presented in terms which are emotionally repugnant to the receiver, that message will, at best, be disregarded. Actions counter-productive to the intention of the message may well be the result. Often, the difference between the acceptance or the rejection of a proposition is determined by the emotional context of the symbols in which the message is presented. The difference between "murder" and "execution" may be non-existent to the condemned, yet of overwhelming importance to the collective conscience of a jury of his peers.

A symbol, to be operant, must be in terms which are common to the experience of Source and Receiver, must be in terms which the Receiver is mentally capable of assimilating, and must be in terms which are not emotionally repugnant to the receiver, unless it is a feeling of repugnance which the Source is seeking to elicit.

c) Social or Cultural differences: Social or Cultural differences between the sender and the receiver are often a

source of serious misunderstandings and inaccurate symbolizations. Because the frame of experiential references may differ drastically, the same object or action may have totally different associations from individual to individual, and these differences will increase with social and cultural divergence.

Even though people may, symbolically, point to the same object or action, that object or action may mean something else entirely to someone from a differing social strata or cultural background. George Bernard Shaw built an entire work, his play Pygmalion, on that basis. He further posited that what a person thinks, feels, desires, or accomplishes, depends to a great extent upon what language, i.e., symbols, that person has to manipulate.

Because of differing values, some symbols which may be important to one group, may be insignificant to another group. The same general referents may have entirely different "meanings" to various groups. "I'm starving!" may mean a diet to one group, may be a fact of life to another group. As the distance between social strata increases, the possibility of varient "meanings" being assigned to different symbols increases.

The difficulty of ascertaining commonality of symbolization is intensified in the area of cross-cultural communication. Even when a common language has been worked out, background difficulties make it difficult to make judgments concerning what context the target may be placing a particular message.

In order to make some judgment about the effect of a communication, we must have some idea of what will happen when the message is "decoded" and placed into the personal context of another individual's life. The more we have in common with that person, or the more effort we extend to understand just where that other person is coming from, the more likely it will be that we may indulge in accurate and specific symbols, which is to say we will, at least, be talking about the same things.

The errors of the inappropriate symbol, whether due to sensory, mental, emotional, social, or cultural differences between the encoder and the decoder are specific and are more readily remedied than some of the judgmental errors of the Source which were discussed earlier. By more specifically defining which symbols stand for which object-action, by ascertaining which symbols are indeed common and explicit, messages may be formed which have, at least, the symbolic content which the Source may wish to present.

2. Errors of an undefined structure: Each of the symbols which we choose to create must be placed into some kind of ordered and structured matrix for those symbols to become operant and function as part of the code. The order in which those symbols are placed, or the way in which they are arranged are a part of any systematic method of codification.

If the order is scrambled, or if the same order is not used by both encoder and decoder, a garbled or meaningless message will result. The logic of the code underlies and

forms the framework which supports the various symbols which we manipulate in the act of communication. The further removed we are from simple "pointing", the more sophisticated our system of symbolization, the more important this framework or logic becomes.

The decimal system of numbers allows us, with merely ten symbols, the numerals from zero to nine, to express billions upon billions of numbers. The positional placement of these integers is a part of their assigned value. 1234 is a very different number from 4321, even though the component symbols are the same. In this case, a change in position would cause a change in meaning.

The major error involved in code structure is simply not knowing the code structure. Unless the rules, the logic of that structure are understood by both the person who places his message in the framework of a code, and the person who interprets that message, then misinterpretation will occur. The rules, the logic, the syntax, the order, unless these things are common, the message cannot be deciphered and communication cannot accurately take place.

3. Summary of errors and distort-factors associated with the Code: The errors generally associated with the code are structural or correlative errors. There is not a common understanding between the Source and the Receiver of either the components of the code, or the logic and structure of the code.

The symbols may not be common because of differences in sensory apprehension, mental, emotional, social, or cultural differences. If the symbols used do not have the same meanings for both parties of the communication, the message will have a different meaning to each of those involved.

The logic or structure of the code must be common to both sender and receiver if the symbols to be manipulated within that structure are to convey the intended messages. Not understanding the code can cause scrambled messages, meaningless patterns, disassociated words, and messages that just "don't make sense."

C. Errors and Distort-Factors Associated with the Message

The errors associated with the message tend to be functional and tend to be a summation of errors built in at the source of the message. Errors of judgment by the Source, errors of codification, errors of improper channels, each distorts the message, becomes a part of the message, and is subject to subsequent analagous errors by the Receiver.

If the information which the Source includes in his message is faulty, or if the message does not include information which the Source had intended to include, then the message must, of necessity be inaccurate. The message will be dysfunctional if (1) the message contains information which the Source did not intend to transmit, or (2) if the message omits information which the Source did intend to transmit.

1. Information not intended for transmission: We have

seen that messages are a composite sum of information arriving through many separate sets of receptors. Each part of the total message received will vary as to intensity, clarity, effectiveness, and accuracy. If each area of input is reinforcing the intended message, or, at least, neutralized for negative effects, the impact of the message will be greatly increased.

The way in which a message is presented becomes a part of the message presented. The more accurately the Source can judge what message will be received, the more accurately can he shape a message to obtain whatever effect he wished to obtain by engaging in communication in the first place. A politician may blur a speech that lacks many specific propositions with emotion laden rhetoric, leaving behind an image of activity. People use visual aids, sound amplifiers, a host of sense stimulating devices, to either enhance the message they are presenting, or to mask and thus neutralize those negative components of their presentation. The object of all this activity is to focus the attention of the target on those aspects of the message which the Source wishes to emphasize and to distract attention from those aspects of the message which would be counter-productive to the intentions of the sender.

To disregard the peripheral aspects of what is being presented to the Receiver and to focus only on the primary channels chosen to carry the message is to invite distortion, inaccurate reception, and poor results.

2. Omission of intended information: If the message is incomplete, if the Source does not include, directly or peripherally, the information which he intended, there is no way for the target of his message to receive that information.

The omission of certain information may, at times, be as important to the Source as the information which he is presenting. In those cases, he must be certain that information which he may exclude verbally, for instance, is not being included in the total message through another mode. A man may say "I am not nervous." but may betray that statement by a shaky voice, perspiration on his forehead, shaking hands, or any number of signals concerning his emotional state.

The more a receiver must depend upon auxilliary modes of input to determine the total content of a message, the more room there is for personal biases to enter into the decoding and the more room there is for distortion and inaccuracies to attack the intent and content of any given communication.

For this reason, if a sender is omitting a portion of information from a message, it is important that he know just what he is omitting and why he is omitting it so that he might compensate for those omissions in the message which he does produce.

If the informational omission is not intentional, there is little that the Receiver can do but operate with what information is presented to him. The Source must be clear

on what it wishes to present and what it wishes to withhold because the Source controls the information, the shape of the message, the context and channels of communication, and, to some extent, the target of the message.

3. Summary of errors and distort-factors associated with the message. If a message is dysfunctional, there are several areas to examine, areas which determine whether or not a specific message is successful. If a message does what it was intended to, contains all of the information it was supposed to and none of the information it was not supposed to, if it reaches the intended target, and produces the expected result in that target, then a successful message has been transmitted.

Ultimately, the message is information, an idea, an attitude, an opinion, a fact, an entity, that is transferred from one individual to another individual, and the success of that message is measured by how much of that message is transferred without distortion, omission, or rejection.

D. Errors and Distort-Factors Associated with the Channel

Those errors associated with the Channel tend to be physical and tend to be associated with sensory or environmental interference. Because the channels are the pathways by which the message is transferred from the Source to the Receiver, any obstructions along those pathways may cause the message to be distorted or not received at all.

1. Sensory interference: If the channel chosen by the Source to carry his message is blocked or inoperative, that

message will also be blocked and inoperative. A visual message intended for a blind person would not cross over. A symphony could not be heard by one who is deaf. These are obvious exaggerations. However, there are degrees of disability and ranges of sensory apprehension. If a message is placed within the range of sensory apprehension, some of it will get through. If a message is only partially getting through on one channel, it must be augmented by input from another channel. Back-up systems may be operated to reinforce the message and the composite pattern which emerges may be sufficient to get the message across from sender to receiver. The degree to which the composite message is accurate and sufficient will be determined by how adequately alternate channels may make up for the blockage in the primary channel chosen.

2. Environmental interferences: If the channel chosen to carry the primary message is overloaded with external stimuli, it will be difficult for the receiver to sort out the incoming message from the more powerful, competing messages. A speech made in a noisy room will be less effective, because of the competing noise, than the same speech made under less distracting circumstances. If people are uncomfortable, or too comfortable due to environmental circumstances, this will distract from the attention paid to the sender's message, which must compete with what is being received from the environment by the target of your communication. Methods must be evolved to neutralize the import of external stimuli to the target's receptors if your chosen message is to

penetrate the environmental background noise and have a significant effect on the target of your communication.

3. Summary of errors and distort-factors associated with the Channel: The channels chosen by the Source to carry his coded message must be open and available for the target to receive his message. They must be capable of carrying the intended message with minimal distortion and with maximum effectiveness.

It is important that the primary channels chosen be as free as possible from interference. If the channel is blocked because the receiver cannot receive information in the chosen mode, that message will not get through. The message may be masked or blocked by the inability of the target to receive information in the mode chosen by the Source. The most brilliantly conceived and executed, color coded diagram is of no significance if it cannot be seen.

If the message is blocked by environmental interference, methods must be devised which either override all other input from that channel, or alternate channels must be chosen.

The function of the channel is to provide physical access of the message to the target of the communication. If that physical access is diminished or blocked, the channel becomes dysfunctional and the message suffers a loss in the quality of transmission. What actually reaches the target may be diminished, distorted, and, therefore ineffective messages.

As the quality of transmission diminishes, so too does

the attention of the Receiver. With inattention comes inaccuracy, mistranslation, and misunderstanding. A message must be received before it is acted upon. The clearer the message that gets through, the more likely that the results desired by the Source will be effected. An unperceived or misperceived message is both useless and possibly counterproductive. The Source must make sure first, that his message says what he wishes, and second, that his receiver "gets" the message which he intended.

E. Errors and Distort-Factors Associated with the Receiver

The errors associated with the Receiver tend to be analytical in nature, and correspond, roughly, to the judgmental errors associated with the Source. These errors may involve (1) an inability to receive information, (2) a lack of motivation to receive information, (3) an inability to correlate what information is received, or, (4) an inability to respond to the information received.

1. Inability to receive information: A receive may be unequipped to handle the messages targeted for him in a number of ways. There may be sensory inadequacies, mental or emotional rejection of the message, societal or cultural disparities, any of which may cause the message not to be received or to be distorted in its reception.

a) Sensory inadequacies: If the message is couched in a form which the Receiver is unable to pick up, then he most certainly cannot act upon that message. If the Receiver has a physical problem associated with any of the senses, if his

receptors of visual, audial, tactile, olfactory, or taste stimuli are inoperative, than any message which depends upon stimulating those faulty receptors would be distorted or unreceived, depending upon the degree to which those receptors were impaired.

b) Mental or Emotional Rejection: If a message is beyond the mental capacity of the receiver, or is emotionally repugnant to him, that message may be rejected or dismissed even before analysis. A certain mathematical equation may imply an atomic reaction to a physicist, but be meaningless to a Professor of English. A four year old may not be equipped to deal with Aristotelian logic. The key word "abortion" may cause some devout religious groups to "tune out" any further words or ideas, to reject them on an emotional basis.

If the receiver cannot handle a message at the level on which it is presented, or if he rejects the message for emotional reasons, the result is that the message is effectively blocked and the information presented is unassimilatable.

c) Societal or Cultural disparities: There may be Societal or Cultural differences which either distort the message, or, because of lack of common references, render that message inoperative. The messages that people receive are always placed into personal references of their own past experiences. The extent to which these pasts diverge will effect the commonality of the message and the ability of the receiver to "understand" the message presented.

If the Receiver is unable, for any of the reasons mentioned, to receive the message being transmitted from the Source, then communication cannot take place. If the Receiver cannot, or will not, receive, then the function of the message is not fulfilled and the ends of that message cannot be attained.

2. Lack of motivation to receive information: If someone does not wish to hear what you are saying, it is difficult to be heard. Even if you force the receiver to physically expose himself to a given message, he may, by actively focusing elsewhere, tune out your message. The receiver must have prior positive motivation to attend your message, such as, for instance, if you were his employer. Unless this prior motivation exists, it is necessary that it be incorporated into the message presented. The more highly motivated the target is to pay attention to the message presented, the greater likelihood that the message will be received accurately and completely.

3. Inability to correlate information: If the Receiver is unable to correlate the information presented him by the Source, if he is unable to relate that information into meaningful patterns, no matter how precise the original message may have been phrased, it will be a jumble to the Receiver. The degree to which the Receiver is able to sort the message into the patterns which the Source had intended will determine the accuracy of the message actually received. If he cannot produce at least similar patterns of recognition and evaluation, the message will be distorted, changed, and not the message which the Source had intended.

4. Inability to correspond to information: If the Receiver of the message is unable to act upon the information presented to him, then the purpose of the communication is unfulfilled. At that point, it doesn't matter how accurately the message was framed and presented, how precisely the message was received and translated, the purpose of the message was frustrated if it did not specifically accomplish what it intended to accomplish.

5. Summary of errors and distort-factors associated with the Receiver: In general, the receiver is subject to the same kinds of physiological and psychological errors of perception and judgment that the Source is subject to. Although he may be the passive receptor of the message transmitted, he is an equal partner and the object of that transmission. If he is unable to accurately receive information, if he does not choose to receive that information, if he is unable to correlate that information, or if he cannot respond to that information, the message will not have accomplished its purposes.

III. COMMUNICATION AS PROCESS OR CHANGE

We have looked at the various components which, taken together, make up the model of a communications system. We have examined the elements separately for the sake of definition, but in practice, these elements work together, modifying, augmenting, deleting, blending various aspects into a process which is ongoing, dynamic, and mutable.

Any given message is an energy discharge from the Source to Receiver. There are junctures where leaks can and do occur. There are efficient conductors and there are inhibiting conductors. Most important, there is a completed circuit between the Source and the Receiver. The Source sends out a message to the Receiver, who, by his actions, causes the Source to modify his subsequent messages in terms of whether or not he elicited the response which he wishes to elicit, whether or not his message was effective and efficient. This completed circuit may be referred to as "feedback".

Communication is a process by which messages are modified to more clearly define certain information, to express goals or attitudes, desires or opinions. A Source, having information to disseminate, decides what message will be transmitted, encodes that message, and places it into a channel which bridges the distance between himself and the Receiver. The Receiver decodes the message and acts upon that information or forms a response of his own. That response, the observed modification of the Receiver's actions, becomes a message in itself which is fed back to the original Source. This is

feedback in its simplest form, stimulus-response-new stimulus.

The process of communication is a process of modification, modification of messages and, consequently modifications of behavior. The agent of this modification is the feedback, whether active or passive, which occurs between the Source of a message and the Receiver of that message.

A. Feedback

Feedback is the process whereby a Source is apprised, through incoming messages, of the effects and effectiveness of messages which he initiated. He uses this information which was fed back to him to shape his subsequent messages, his words, his actions, his approach, and his method. When a message, shaped in a particular way, produces a desired response, the Source may shape future messages in that way. If negative responses are elicited, that method might be abandoned and a new method attempted. This method of trial and response is the backbone of the learning process.

The feedback received is operational at every level of communication. We receive feedback from our environment. We feel the cold, put on a jacket, and we are warm again. We receive feedback at the intra-personal level. We receive a math problem, remember how we solved similar problems, and find the solution to the problem at hand.

Whether operating at the environmental level, intra-personal, inter-personal, or intergroup level, the feedback functions as the modifying process through which information is generated, modified, added to, and re-generated.

B. One-Way Communication

This is the kind of communication which usually takes the form of memos, directives, dicta, and so forth. A message is directed from a personal or a group Source which contains and conveys some content to a Receiver who acts upon that information as he perceives it. There is a minimum amount of feedback in this system. Consequently, the success of this communication activity is based largely on the ability of the Source to accurately ascertain what is common between the Source and all those who are to receive the directive.

Since there is no room in the system for immediate feedback, there is a delay in ascertaining if any judgmental errors have been made, and there is no quick way to modify the message if it does not seem to be accomplishing its intended purposes.

This kind of information dissemination has the advantages of the quick decision, for feedback and argument take time. However, this advantage is often overbalanced by what is lost in terms of clarity, precision, induced resentment, unmotivated response, and general rebellion against ex cathedra pronunciamentos.

C. Two-Way Communication

This is the form of communication usually described as dialogue, seminar, or just plain getting together and talking. Feedback is maximized. People give and receive information, modifying, emphasizing, clarifying, and defining as they

progress. Errors of judgment and definition are caught and corrected immediately and each Source is immediately available to help correct any misconceptions which may have crept into the exchange.

D. Mass Communication

Basically, mass communication is a varient form of one-way communication in which information is widely disseminated to a generalized audience of receivers. The system for the mass dissemination of information has, through technological advances, begun to shape a "global village" in which events and activities in cultures and geographies far removed from our own familiar environment have both a cumulative and an immediate impact.

The media of mass produced print and electronic communication, combined with the almost infinite data storage capacities of modern computers, has focused attention on the gathering and sorting of information. Collating and screening of information have come to be deemed almost as important as skillful analysis. The propensity of mass disseminated information to choke off what little feedback remains in the system makes it all the more important that we more carefully consider just what messages we enter into the stream of information, and attempt to make those messages meaningful and effective against the flood of competing messages.

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FIGURE 1

ONE-WAY COMMUNICATION

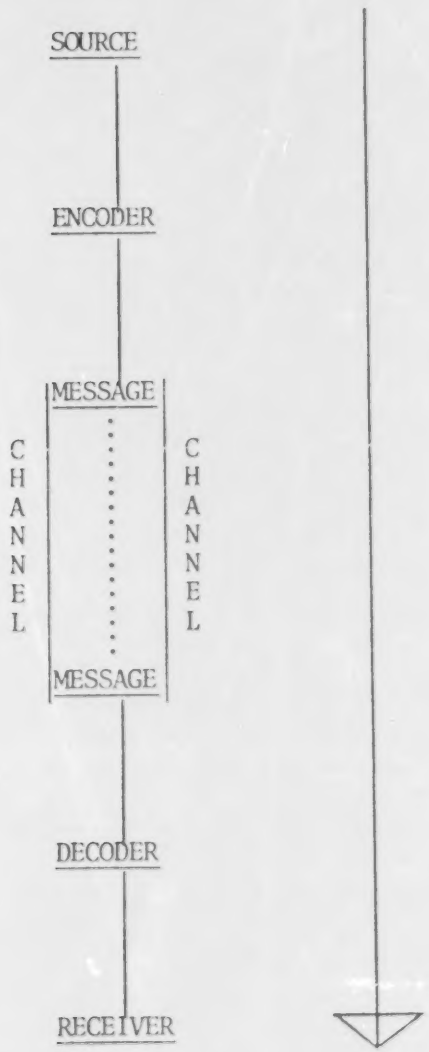

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FIGURE 2

TWO-WAY COMMUNICATION

(FEEDBACK)

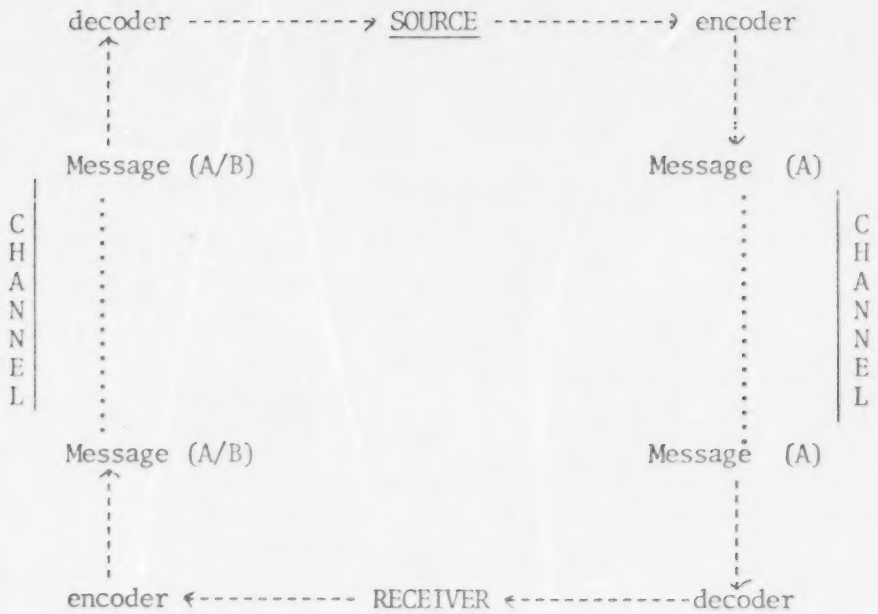

FIGURE 3

	Computer Analogy	Distort-Mode
SOURCE	Data Generation And Input	ATTITUDINAL or JUDGEMENTAL
CODE	Data Format	STRUCTURAL
MESSAGE	Data Programming	FUNCTIONAL
CHANNEL	Data Readout	PHYSICAL
RECEIVER	Data Synthesis	ANALYTICAL

FIGURE 4

ERROR AND DISTORT-FACTOR ASSOCIATIONS	
SOURCE	1. Inappropriate Target 2. Inadequate Assessment of Needs 3. Misjudgement of Context 4. Undefined or Ambiguous Goals 5. Insufficient Evaluation of Potential Effects 6. Choice of Improper Code or Channel
CODE	1. Error of the Inappropriate Symbol 2. Error of the Undefined Structure
MESSAGE	1. Information not Intended for Transmission 2. Omission of Intended Information
CHANNEL	1. Sensory Interference 2. Environmental Interference
RECEIVER	1. Inability to Receive Information 2. Lack of Motivation to Receive Information 3. Inability to Correlate Information 4. Inability to Respond to Information

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STAFF DEVELOPMENT: BASIC ELEMENTS OF THE COMMUNICATION PROCESS

These Audio Modular Instructional Materials
Have been Developed Under The Joint Direction Of:

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CONTENTS

	PAGE
INTRODUCTION	
Purpose of Audio Modular Instruction	3
Description of Module	3
Prerequisite	5
Time Required	5
INSTRUCTIONS TO THE PARTICIPANT	7
CHARTS	

(NOTE: THIS MODULAR PRESENTATION REQUIRES THE PARTICIPATION OF TWO INDIVIDUALS THROUGHOUT THE PRESENTATION.)

INTRODUCTION

PURPOSE OF AUDIO MODULAR INSTRUCTION

This instruction is directed toward school principals, assistant principals, and other school personnel involved in the general area of staff development. It is designed to stimulate these staff leaders to carefully scrutinize the communication behavior which they have established with the staff; and to initiate actions which focus on reducing the possible barriers to administrator - staff understanding which may presently exist in their schools.

DESCRIPTION OF THE MODULE

This module deals with the basic elements of the communication process. It focuses on the process of communication as it is defined from its Latin derivation, communis. Through becoming personally involved in the exercise included in the module, the participants have the opportunity to develop their own conclusions as to the differences between a situation in which two-way communication exists, and one in which communication goes one way.

Upon completion of this module the participant should be able to:

1. Define "communication" as it relates to its Latin derivation, communis.
2. Describe the two basic elements of the one-way communication process.
3. Describe the origin and nature of four hazards to successful communication. ["Successful communication,"

in this case, relates to the definition of communication given in #1 (above). The reference points for the identification of the hazards to successful communication are the basic elements described in #2 (above).]

4. Describe two advantages and two disadvantages of the one-way communication process, as opposed to the two-way process. (This description is to be based on an analysis of a personal experience in being involved in the two forms of the communication process.)
5. Distinguish between the feelings or attitudes generated as a result of being involved in a one-way communication process, as compared to the two-way process. (This distinction is to be based on an analysis of a personal experience in being involved in the two forms of the communication process, both as a source and as a receiver of information.)
6. Identify two existing personal administrative behaviors which reflect a reliance upon the one-way communication process, and describe two effects that these behaviors might have upon the members of the school staff.

Upon completion of this module the participant should be able to:

7. Describe two personal administrative actions which could be initiated, the purpose of which would be to reduce the possible barriers to administrator - staff understanding which may presently exist in the school. (These actions should focus on reducing the barriers resulting

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from practices which reflect or encourage a reliance upon the one-way communication process.)

8. Conduct two analyses in your school for determining if one-way or two-way communication exists between you and your staff. In the first analysis a Staff Communication Analysis Chart will be utilized. This analysis procedure includes the following criteria:

    a. Staff comments

    b. Staff suggestions

    c. Staff criticisms

    d. Staff recommendations

    e. Other responses

    A second analysis designed to measure the communication conditions in your school will be a questionnaire to be distributed to your staff for completion.

A communication exercise has been included as an integral component of this audio instructional module. In this exercise the participants have the opportunity to distinguish between a situation in which two-way communication exists, as compared to one in which communication goes one way. Participation in this exercise is important for a complete understanding of the modular experiences.

PREREQUISITE

None.

TIME REQUIRED

Approximately one and one-half hours.

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MATERIALS AND RESOURCES REQUIRED

1. Audio Instruction two-track magnetic cassette tape, recorded at a speed of 1 7/8 inches per second. The tape for "Staff Development: The Basic Elements of the Communication Process" is enclosed.
2. A cassette tape recorder.
3. This Audio-Instruction Module Guidebook.
4. A pencil and several sheets of scratch paper.
5. A clock or watch with a second hand attached.
6. Both individuals participating in the module. The second individual could include any of the following: other administrators, your spouse, an older student, a teacher, a secretary, or another friend.

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INSTRUCTIONS TO THE PARTICIPANT

You will derive the greatest benefit from this instructional module by observing the following suggestions:

1. Take the module where you will not be interrupted, and give it your complete attention.
2. Set aside sufficient time (approximately one and one-half hours) so that you can follow the instruction through to its conclusion.
3. Do both Sections of the communication exercise, and fill in all of the necessary data in the data tables.

THE INSTRUCTION STARTS ON THE TAPE. The instructor will refer to and explain the information given in the Guidebook. This information appears in the form of Charts - diagrams, text, etc. This module is reusable, since it is not necessary for you to mark in the Charts or otherwise enter information in the Guidebook. Review questions should be answered on a separate sheet of paper. Several sheets with blank data tables are enclosed for you to enter the information from the Exercise. The sheets can be reproduced should additional copies be needed.

Any comments, criticisms, or suggestions as to how this instruction could be improved will be welcomed. Address:

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YOU SHOULD NOW BE READY TO PARTICIPATE IN THE MODULE. PLEASE TURN TO NEXT PAGE TO CHART 1 AND START TAPE.

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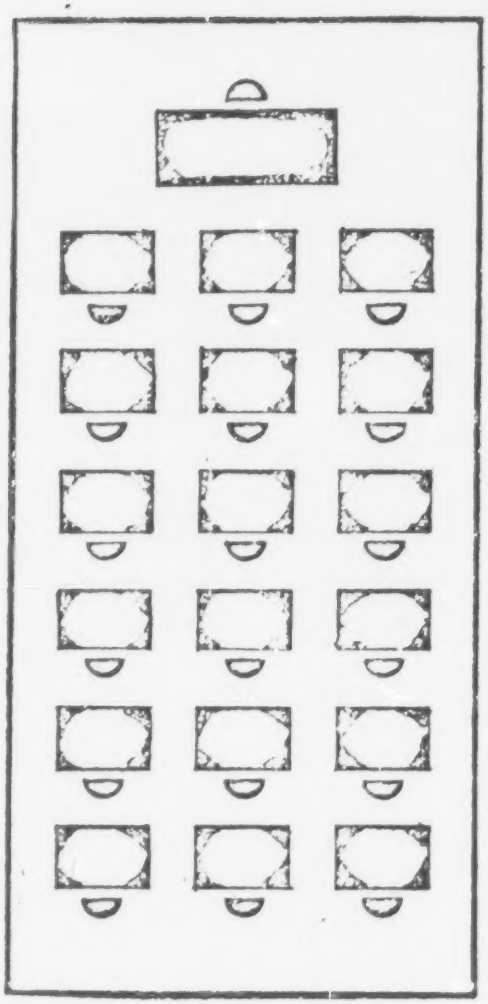
EDUCATION IS COMMUNICATION



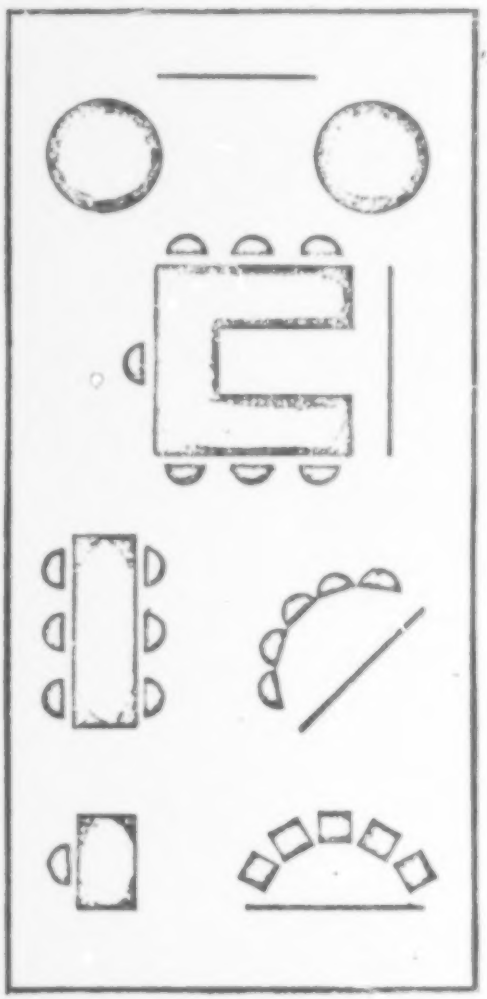


CHART 1

COMMUNICATION can be defined as, "An effort to establish a commonness with another person or a group, by sharing information, ideas, or attitudes."

CHART 2

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TWO BASIC ELEMENTS IN ONE-WAY COMMUNICATION

1. THE COMMUNICATOR SENDS A MESSAGE WHICH CONVEYS SOME CONTENT.

2. THE RECEIVER OF THE COMMUNICATION RESPONDS TO THE CONTENT AS HE PERCEIVES IT.

CHART 3

EXPANDED VIEW OF THE BASIC ELEMENTS

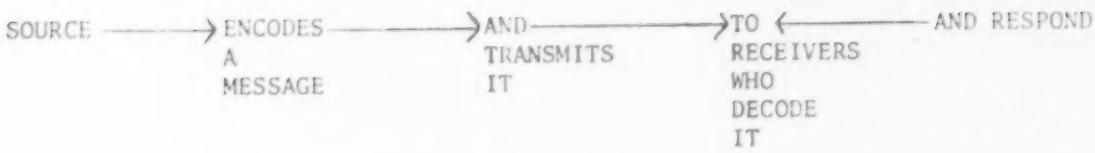

CHART 4

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QUESTIONS

1. Based on the definition of "communication" given in Chart 2, and focusing on the two basic elements of communication described in Chart 3; identify and describe the origin and nature of at least five causes for communication breakdowns. (Include those causes which you have found, through personal experience, have produced barriers to successful communication. In these descriptions refer to the components which are presented in Chart 4, "Expanded View of the Basic Elements.")

2. From your list of causes for communication breakdowns, write "MOST SIGNIFICANT" by the one which you feel produces the most significant barriers to successful communication.

3. From your list of causes, write "MOST DIFFICULT TO ELIMINATE" by the one, which you feel, produces barriers which are the most difficult to eliminate.

CHART 5

GENERAL HAZARDS TO SUCCESSFUL COMMUNICATION

1. The Information which is to be transmitted is vague, or inaccurate.
2. The message is poorly encoded.
3. There is a failure to transmit a well-encoded message.
4. The receivers decode a message other than the source had intended.

CHART 6

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EXERCISE #1

One-Way and Two-Way Communication*

Purposes:

To demonstrate the differences between a situation in which two-way communication exists and one in which communication goes one way.

To stimulate participants to think about their relations with their staff and the students, and to recognize the importance of closely scrutinizing the communication processes which they have established. This scrutiny is focused on the effect that these communication processes have on staff development as an on-going process.

Materials, Resources, and Setting:

1. Four pieces of paper and a pencil.
2. The materials in Envelope #1 and Envelope #2; enclosed in the back pocket of this notebook. (Please do not open these Envelopes until instructed to do so.)
3. One sheet of paper, on which is drawn two data tables. (These sheets are provided at the end of the modular guidebook. Tear one out.)
4. A clock or watch which includes a second hand.
5. Both individuals participating in the module.

The exercise should take place in an office or an area in which you will not be interrupted.

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*The design of this exercise is adapted from Harold J. Leavitt. Managerial Psychology, Chicago: University of Chicago Press, 1958, pp. 118-128. and Donald Nylen, et. al. Handbook of Staff Development and Human Relations Training. NTL Institute for Applied Behavioral Science, NEA, Washington, D. C.

CHART 7

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Procedures:

(Read over the directions and then listen to the tape again before starting the exercise.)

This exercise is divided into two sections; Section I and Section II. In turn, each of these sections is divided into Part A and Part B.

Section I

1. In the back pocket of the guidebook are two envelopes. (#1 and #2.) Each of the participants is to take one of these envelopes. Note to each participant: You are not to allow the other person to view the materials included in your envelope. Inside each envelope are two folders; one marked TO BE USED DURING SECTION I and the other one marked TO BE USED DURING SECTION II. Each of the participants is to pull out the folder to be used during Section I. Again, DO NOT ALLOW THE OTHER PERSON TO VIEW THE CONTENT INSIDE YOUR ENVELOPE OR FOLDER.

2. Inside each participant's folder is a sheet of paper. On the sheet of paper are written some directions which you are going to instruct the second person to follow. Each participant will present his instructions as described below.

PART A -- Instructions for the participant who has Envelope #1.

You will be the first presentor. (source) You will be directing the second person in the drawing of a series of geometric figures. Sit in a position so that you are back to back; you should have no eye contact. You are not to view his drawings nor answer any questions. Remember to keep track of the time required to complete the series of figures. When you are finished you are to guess the number of figures which the second person drew correctly. He will mark this guess down on a chart. Do not show him/her your "master" copy of the series of figures until instructed to do so. (At the end of Section II)

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Instructions for the participant who has Envelope #2.

You will be the first receiver. The second person will be directed to have you draw series of geometric figures. You are to reproduce the figures as you are directed by this person. In this series you may ask no questions and give no audible response. (Please make no comments to the person during this series.) Sit in a position so that you are back to back; you should have no eye contact. Do not show the figure which you are drawing to the second person.

At the end of the guidebook there are included sheets of paper with two figures, as shown below, on them. At this time tear one of these sheets out. Do not mark on the figure on this page.

FIGURE 1

	SERIES OF FIGURES		
	FIRST (For use in Section I)	SECOND (For use in Section II)	DIFFERENCE
LENGTH OF TIME TAKEN TO COMPLETE THE SERIES			
NUMBER OF FIGURES YOU (the Receiver) GUESS YOU HAVE DRAWN ACCURATELY (Level of Confidence)			
NUMBER OF FIGURES THE SOURCE GUESSES YOU HAVE DRAWN ACCURATELY (Level of Confidence)			
ACTUAL NUMBER OF FIGURES YOU HAVE DRAWN ACCURATELY			

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When the second person has completed giving the instructions for the first series of figures, record the time it took to complete the series in the proper space in figure 1. Write down the number of squares you think have drawn correctly in relation to the other figures. Then write down the number of figures the presentor thinks you have drawn correctly.

Do not fill in the last category, that is "Actual number of figures you have drawn accurately" until instructed to do so. (at the end of Section II.)

PART B -- Instructions for the participant who has Envelope #1 (Receiver)

For this part you will be in the role of the Receiver. Follow the directions previously given for the Receiver. (These are the directions given before in Part A, for the participant who has Envelope #2. Use the second data table on the sheet of paper rather than tearing another sheet of paper out of the Guidebook.

Instructions for the participant who has Envelope #2.

For this part you will be in the role of Presenter (source). Follow the directions previously given for the Presentor, in Part A.

Section II

PART A -- Follow the same directions given for Part A of Section I, with the following changes:

1. Use the material from the folder for Section II.
2. Sit face to face with each other.
3. The receiver may ask questions and the presenter (source) will answer them in as much detail as is requested. The presenter (source) should not, however, be permitted to

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show the placement of the figures or their relationship to one another by drawing diagrams in the air with his/her hands. Only verbal directions are acceptable. REMEMBER TO KEEP TRACK OF THE TIME REQUIRED TO COMPLETE EACH OF THE SERIES OF SQUARES.

PART B -- Follow the same directions as given for Part B of Section I with the following changes:

1. Sit face to face with each other
2. You may ask questions or have the Presentor repeat when necessary
3. Do not show the presenter your drawings
4. Record the results in the column for Section II in the Data Table.

After you have completed Section II, show each other your master charts for the first set of figures (for Section I). Compare your drawings with the master copy. Each figure must be in the exact relationship to the preceding one as it appears on the master key to be counted. When this is completed, each of you count up and record the actual number of figures you have drawn correctly.

Repeat the directions given in the paragraph above, for the second set of figures (for Section II).

After you have the data filled in all the columns of both data tables, turn the tape back on for further discussion of the data and the exercise.

(BEFORE YOU START THE EXERCISE TURN ON THE TAPE RECORDER FOR FURTHER CLARIFICATION OF THE INSTRUCTIONS.)

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FOR DISCUSSION

1. Compare the effectiveness of the one-way communication process with the two-way process in terms of:
    a. Time
    b. Level of Confidence of the Receiver
    c. Level of Confidence of the Presentor (Source)
    d. Accuracy of Results
2. Compare the effects of the one-way communication process with the effects of the two-way process in terms of generation of feelings and attitudes (dissatisfaction, frustration, etc.). Include in this comparison, the effect on both the Source and the Receiver.

CHART 8

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	TIME REQUIRED	SOURCE'S CONFIDENCE SCORE	RECEIVER'S CONFIDENCE SCORE	ACTUAL SCORE
ONE-WAY COMMUNICATION	5 MIN.	3.0	3.25	2.37
TWO-WAY COMMUNICATION	14 MIN.	4.0	4.34	4.19
DIFFERENCE	9 MIN.	1.0	0.89	1.82

Dr. Ben Harris states that results like those shown in the above table support several generalizations. They are as follows:

1. Feedback takes more time than no feedback.

2. Feedback increases the accuracy with which a message is received.

3. Feedback increases the communicator's confidence in the accuracy of his communication. This is not always the case, however. There may be times when numerous questions raised at what he thinks are clear instructions shake the communicator's confidence.

4. Feedback increases the receiver's confidence in the accuracy of his comprehension. There is less frustration and hostility with feedback.

5. Both communicator and receiver overestimate the accuracy of the communication, but the receivers are closer to actual results.

CHART 9

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Questions for Possible Use

During the Discussion

1. Is the one-way communication process more efficient than the two-way process? Why or why not?
2. Read the statement on Chart 11. How do you feel toward the statement? From your experience in the last exercise, give two reasons why you think the flow of information from administrator to teacher is mainly one-way. What effect does this have within the school situation. What is the nature of the conditions existing in your own school situation?
3. Read the statement in Chart 12. How does this statement affect you? Do you feel that there is any cause and effect relationship between the statements made in Chart 11 and the statement made in Chart 12. If so, what are these cause and effect relationships? What is the nature of the conditions existing in your own school situation?
4. If the goal of an on-going staff development program is to improve the interaction in the classroom; what importance do administrative staff communication practices play in staff development? What is the principal's responsibility in this process?
5. Read the statement made in Chart 13. Do you agree with this statement? Why or why not?
6. Consider your own day-to-day administrator-staff communication practices. Are they predominantly one-way or two-way in nature? In this consideration you might think of the following:
   a. Use of staff memos to provide information.
   b. The structure of staff meetings.
   c. Your accessibility to the staff. (Your perception

CHART 10

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of this, and the staff's perception.)

d. The staff's willingness to provide feedback to you. (Your perception of this, and their perception.)

e. The use of intercom system in the school.

f. The staff's accessibility to you. (Your perception of this, and their perception.)

g. The willingness of the staff to give feedback to each other.

From your discussion of the above factors, determine whether the nature of the administrative staff communication process in your school situation is predominantly one-way or two-way.

7. Look at your list that you developed earlier pertaining to the causes for communication breakdown. Examine your list again. Do you have any changes to make in it? Read the statement made in Chart 14. Do you agree with it? What does it mean? On your list which items have you marked as the "most significant?" cause for communication breakdowns? Do you still feel that this is the most significant cause?

8. Discuss three steps which you could take to improve the administrative-staff communication process in your school situation.

Teacher-student communication. Classroom communication is characterized by a captive audience of receivers, a rather static environment for communication, and messages of a primarily informative nature. The teacher is perceived in most instances by the students and by himself as the source of communication. The flow of communication is primarily teacher to student. Flanders found that in elementary or secondary classroom someone is talking approximately two-thirds of the time. More than 70 percent of the time, the one talking is the teacher. The teacher talks more than all the students combined. Communication in most classrooms tends to be one-way in nature. Feedback and an open flow of communication from students is regarded with apprehension by many teachers. The one-way flow of communication that dominates classrooms indirectly teaches the students that feedback and open two-way communication may not be desirable goals.

(The statement presented above was extracted from a monograph written by Everett Rogers and Lynne Svenning. The title of the monograph is Managing Change, and was produced by Operation PEP.)

CHART 11

Teacher-administration communication. Messages flow primarily from administrators to teachers in written rather than in oral form. The memo is the accepted way to communicate with the operational level below. The messages that flow from the administration to teachers tend to be directive rather than informational or motivational in nature. The communication relationship between teachers and administrators is a tenuous one. It may well be that insecurity keeps teachers from discussing problems of the classroom with those higher in rank. This failure in communication between teacher and administrator soon puts the administrator out of touch with the educational process in the classroom.

(The statement presented above was extracted from a monograph written by Everett Rogers and Lynne Svenning. The title of the monograph is Managing Change, and was produced by Operation PEP.)

CHART 12

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A leader needs to be concerned with the quality of staff communication, for it is a key to working relationships and to staff performance. Normally the leader must himself take the responsibility to initiate and to try to involve others in the process of improving communication. A staff group generally looks to the leader for signals. If he himself expends the time and energy necessary to maintain effective communication, others will follow his example.

CHART 13

THE MOST SIGNIFICANT BARRIERS TO UNDERSTANDING AMONG PERSONS ARE NOT WORD USAGE, GRAMMATICAL FORM OR LACK OF VERBAL FACILITY, BUT EMOTIONAL AND SOCIAL CONSIDERATIONS.

(The statement made above was extracted from Handbook of Staff Development and Human Relations Training written by Donald Nylen, et. al.)

CHART 14

Suggested Readings

Hall, Edward T. Silent Language. Garden City, L. I.: Doubleday, 1959. & Greenwich, Connecticut: Fawcett, 1959.

NTL Institute for Applied Behavioral Science. Reading Book: Laboratories in Human Relations Training. (Revised 1969). National Education Association, 1201 Sixteenth Street, N. W., Washington, D. C. 20036.

Nylen, D., Mitchel, J. R., and A. Stout. Handbook of Staff Development and Human Relations Training. Washington, D. C.: NTL, NEA.

Harris, Ben M., and Wailand Bessent. In-Service Education: A Guide to Better Practice. Englewood Cliffs, New Jersey: Prentice Hall. 1969.

CHART 15

/113

Suggested Activities

1. Take some school bulletins and analyze the contents for items that require feedback for understanding.
2. Analyze some of your future staff bulletins through the use of the Staff Communication Analysis Chart (TAB 1) to determine whether one-way or two-way communication is prevalent.
3. Utilize the questionnaires included in the module (TABS 2 and 3) to obtain your staff's perception of the nature of your communication behavior in your school. Use the data obtained from the questionnaires to construct a Goal Analysis Worksheet.
4. Adapt the One-Way and Two-Way Communication Exercise (TAB 4), in this module, to be used in a school staff meeting. One suggestion for such a use of the exercise is as follows:
    a. Reproduce enough copies of the exercise for half the number of your staff.
    b. Divide your staff into groups of twos and have the groups go off by themselves until they have finished the exercise.
    c. When all the staff have returned, initiate a discussion pertaining to the exercise experiences.
    d. Discuss the advantages of two-way communication.
    e. For additional information concerning suggestions, refer to the Handbook for Staff Development and Human Relations Training (See Chart 15) on pages 126-131; and in In-Service Education: A Guide to Better Practice (See Chart 15) pages 202-212.

CHART 16

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5. Use the Map Communication Experiment in the module (TAB 5) in a school staff meeting to illustrate the effect of assumptions, inferences, and individual needs in communications. The following procedure is recommended:

   a. Distribute the instruction sheet (TAB 5) and the map (TAB 5) to each staff member.

   b. Instruct the staff not to talk to each other during this exercise.

   c. Read the instructions at the top of the instruction sheet aloud.

   d. Inform the staff that you will keep track of time required. Ask each to signal when completed.

   e. When all have finished, using pre-boarded reproduction of map, record the final locations of each individual.

   f. Discuss experiment. Ask questions in area, "What were the problems here?" "What made it so difficult?"

6. Utilize the Communication Story Exercise in the module (TAB 6) in a school staff meeting to illustrate some of the dynamics of oral communication. The following procedure is recommended:

   a. Select five (5) staff members to participate. Ask them to wait outside the room.

   b. Distribute stories (TAB 6) and worksheets (TAB 6) to remainder of group who will serve as active observers.

   c. Instruct observers that you will call in one participant, read him the story, then he will retell the story to the second participant, who will retell it to the third, etc. The fifth participant will retell the story to you.

d. While the story is being retold by each of the participants, the observers should listen carefully and check in the space provided in the worksheet, each "bit" of information that is related.

e. In addition the observers should note any embellishments, distortions, or changes in each retelling.

f. Give no general briefing to the participants, other than that they will take part in an experiment.

g. Call in the number one person. Inform him that you will tell him a story. Ask him to listen carefully, because after you finish, you will ask him to repeat these instructions and the story to the next person. You should read the story from the sheet, including the title.

h. Call in the number two person and after he has heard the story call in the number three person and have number two person retell the story. Repeat the process with number three, four, and five persons. Have number five person tell the story to you.

i. Ask observers to take a few minutes to total the "bits" checked in each of the five stories.

j. Have observers tally the columns and obtain a general range of scores for each participant.

k. Distribute copies of story to participants. Ask the participants to report on what kinds of problems they were aware of in doing this exercise.

l. Discuss the relation of this experiment to the degree of loss and distortion that takes place when information is communicated orally through several persons.

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7. Put into operation the Triangle Design Communication Workshop in the module (TAB 7) in a school staff meeting to develop an awareness and acceptance of the need for communication and an understanding that communication is a people problem as well as an organizational structure problem.

   a. Prepare Triangle Chart (TAB 7).

   b. Place tape recorders in each group room.

   c. Divide staff into groups of five or six persons.

   d. Assign groups to rooms.

   e. Distribute instructions to staff (TAB 7).

   f. After staff has read instructions, show chart for five seconds.

   g. Then send groups to their assigned rooms.

   h. After 15 minutes, call staff back to main room.

   i. Discuss group process: resolving differences, decision making, barriers to effective communications.

   j. Have groups play back tapes and analyze process.

TAKE OUT COPY OF SUGGESTED ACTIVITIES FROM THIS SECTION AND EXERCISE SHEETS FROM EACH TAB SECTION FOR YOUR FUTURE USE IN YOUR SCHOOL.

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STAFF COMMUNICATION ANALYSIS

1. This chart is designed to assist you in analyzing your staff bulletins.
2. List your bulletins and record the responses received for each bulletin.
3. Tabulate the responses for each bulletin.
4. Diagnose the responses received or lack of responses for each bulletin.
5. Compare results and content of each bulletin to each other.

MEMOS SENT TO STAFF	FEEDBACK-NUMBER OF STAFF RESPONDING					% OF STAFF RESPONDING	PLACE X NEXT TO MEMO RECEIVING MOST RESPONSES	DIAGNOSE MEMO RECEIVING MOST RESPONSES
	COMMENTS	SUGGESTIONS	CRITICISMS	RECOMMENDATION	OTHER RESPONSES			

2

QUESTIONNAIRE

Utilize this questionnaire to obtain your staff's perception of the nature of your communication behavior in your school. Use the data obtained to construct a Goal Analysis Worksheet.

FACULTY QUESTIONNAIRE

This questionnaire is designed to obtain feedback for the principal.

Instructions:

Circle the number that best describes your answer to each question.

Low 1 2 3 4 High 5

1.	Extent to which you are kept well informed.	1	2	3	4	5
2.	Extent to which your principal listens to other points of view.	1	2	3	4	5
3.	Extent to which your principal exhibits a pleasant disposition.	1	2	3	4	5
4.	Extent to which your principal encourages a free and open flow of comments, suggestions, criticisms, and recommendations.	1	2	3	4	5
5.	Extent to which your principal encourages student opinions and suggestions.	1	2	3	4	5
6.	Extent to which your principal keeps students informed concerning the school's aims and objectives, policies and procedures, rules and requirements, events and activities.	1	2	3	4	5
7.	Extent to which your principal is available to students and is willing to discuss their interests and concerns.	1	2	3	4	5
8.	Extent to which your principal gives proper recognition to faculty members for noteworthy accomplishments.	1	2	3	4	5
9.	Extent to which memos from the principal encourages two-way communication.	1	2	3	4	5
10.	Extent to which the use of the school intercom system encourages two-way communication.	1	2	3	4	5
11.	Extent to which you have two-way communication with other faculty members.	1	2	3	4	5
12.	Extent to which your principal is available to faculty members and is willing to discuss their interests and concerns.	1	2	3	4	5

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13.	Extent to which your principal disseminates information via memos.	1	2	3	4	5
14.	Extent to which communication between your principal and yourself is two-way communication.	1	2	3	4	5
15.	Extent to which you feel the faculty in your school has participated in the decision-making process.	1	2	3	4	5
16.	Extent to which your principal has promptly relayed recommendations, concerns, and needs of your school to central administration.	1	2	3	4	5
17.	Does the structure of your school staff meetings encourage two-way communication?	1	2	3	4	5

What recommendations do you have that can help improve communications between principal and faculty?

What recommendations do you have that can help improve communications between faculty members?

QUESTIONNAIRE

Also utilize this questionnaire to obtain your staff's perception of the nature of your communication behavior in your school. Use the data obtained to construct a Goal Analysis Worksheet.

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FACULTY QUESTIONNAIRE

This questionnaire is designed to obtain feedback for the principal.

Instructions

Circle the answer that best applies to each statement.

1. The principal stimulates a spirit of high morale among staff members. True False
2. You are kept well informed of school activities. True False
3. The principal assesses with others, the climate of the school periodically to determine areas of needed improvement. True False
4. You have adequate two-way communications with the principal. True False
5. The principal provides and maintains conditions for sound physical, mental, and emotional health. True False
6. The principal generates a high degree of inter-staff cooperation and respect. True False
7. The principal makes regular, systematic, and cooperative appraisals of each staff member's performance, always including a counseling type of follow-up consultation which includes your reaction to the appraisal. True False
8. You are encouraged to make comments, suggestions, criticisms, and recommendations. True False
9. The principal gives proper recognition to staff members for noteworthy accomplishments. True False
10. You are satisfied with the communication set-up between the principal and the staff. True False
11. The principal works with the staff to achieve consistently high standards of performance. True False
12. There are many barriers to effective communication in your school. True False
13. You are encouraged to respond in some manner to memorandums sent to the staff from the principal. True False
14. The principal puts emphasis upon the maximum development of each individual within a cooperative and responsible group context. True False

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How effective is communication between the principal and staff?

How effective is communication between staff members?

Please describe the school climate as you see it.

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The One-Way and Two-Way Communication Exercise

1. This exercise is designed to be used in a school staff meeting.
2. One suggestion for such a use of the exercise is as follows:
   a. Reproduce enough copies of the exercise for half the number of your staff.
   b. Divide your staff into groups of twos and have the groups go off by themselves until they have finished the exercise.
   c. When all the staff have returned, initiate a discussion pertaining to the exercise experiences.
   d. Discuss the advantages of two-way communication.
   e. For additional information concerning suggestions, refer to the Handbook for Staff Development and Human Relations Training (See Chart 15) on pages 126-131; and in In-Service Education: A Guide to Better Practice (See Chart 15) pages 202-212.

FIRST SERIES OF GEOMETRIC FIGURES

(To be presented during Section I of the exercise.)

INSTRUCTIONS:

Study the figures shown on the right. With your back to the listener, you are to instruct him/her how to draw them. Begin with the tip geometric figure and describe each in succession; taking particular note of the relationship of each to the preceding one. Follow these rules,

a. Have no eye contact with the listener.

b. Do not look at his/her paper.

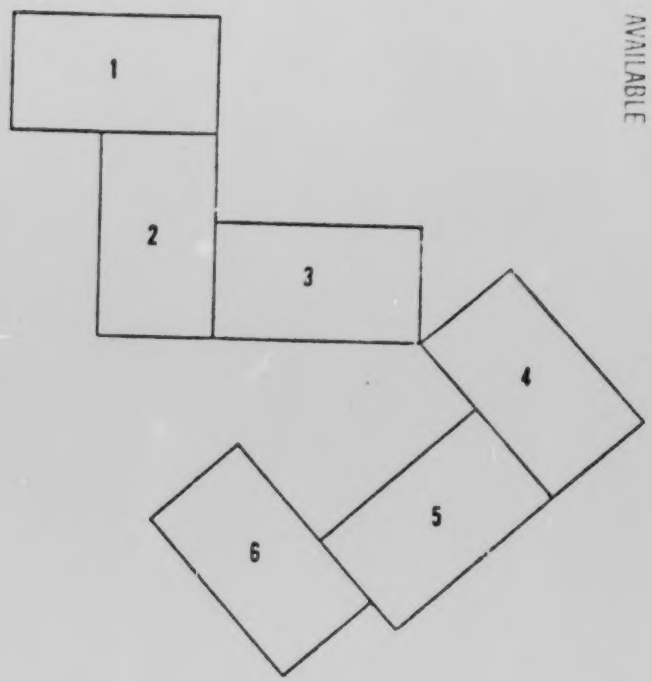
c. Do not allow him/her to see this paper.

d. NO QUESTIONS ARE ALLOWED: he/she is not to communicate with you in any way.

e. KEEP TRACK OF THE TIME IT TAKES TO COMPLETE THIS SERIES OF FIGURES. (On a sheet of scratch paper record the time you begin describing the figures and the time you finish.)

f. You may communicate verbally, but in no other way.

g. After you complete your task, estimate the number of figures the listener has drawn correctly (maximum of six), and place that number on your sheet of scratch paper.



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SECOND SERIES OF GEOMETRIC FIGURES

(To be presented during Section II of the exercise.)

INSTRUCTIONS:

Study the figures shown on the right. Facing the listener, you are to instruct him/her how to draw them. Begin with the top geometric figure and describe each in succession, taking particular note of the relationship of each to the preceding one. This time the listener may ask you as many questions as he wishes, and you may answer them. Repeat the instructions when necessary. Follow these rules,

a. Do not use your hands to draw the figures in the air.

b. DO NOT LOOK AT THE LISTENER'S DRAWING.

c. Do not allow the listener to see your drawing.

d. KEEP TRACK OF THE TIME IT TAKES TO COMPLETE THIS SERIES OF FIGURES. (On a sheet of scratch paper record the time you begin describing the figures and the time you finish.)

e. After you complete your task, estimate the number of figures the listener has drawn correctly(maximum of six), and place that number on your sheet of scratch paper.

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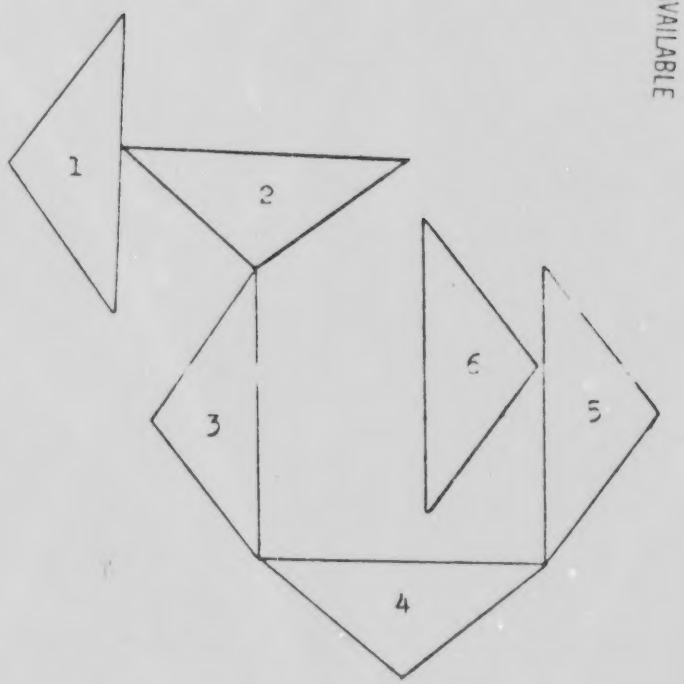

FIRST SERIES OF GEOMETRIC FIGURES

(To be presented during Section I of the exercise.)

INSTRUCTIONS:

Study the figures shown on the right. With your back to the listener, you are to instruct him/her how to draw them. Begin with the top geometric figure and describe each in succession; taking particular note of the relationship of each to the preceding one. Follow these rules,

a. Have no eye contact with the listener.

b. Do not look at his paper.

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d. NO QUESTIONS ARE ALLOWED: he/she is not to communicate with you in any way.

e. KEEP TRACK OF THE TIME IT TAKES TO COMPLETE THIS SERIES OF FIGURES. (On a sheet of scratch paper record the time you begin describing the figures and the time you finish.

f. You may communicate verbally, but in no other way.

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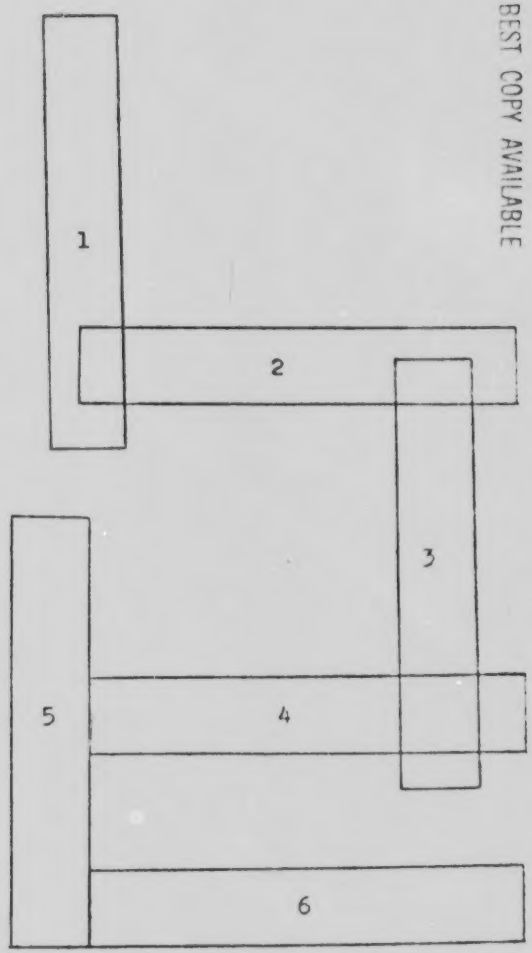

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SECOND SERIES OF GEOMETRIC FIGURES

(To be presented during Section II of the exercise.)

INSTRUCTIONS:

Study the figures shown on the right. Facing the listener, you are to instruct him/her how to draw them. Begin with the top geometric figure and describe each in succession, taking particular note of the relationship of each to the preceding one. This time the listener may ask you as many questions as he wishes, and you may answer them. Repeat the instructions when necessary. Follow these rules,

a. Do not use your hands to draw the figures in the air.

b. DO NOT LOOK AT THE LISTENER'S DRAWING.

c. Do not allow the listener to see your drawing.

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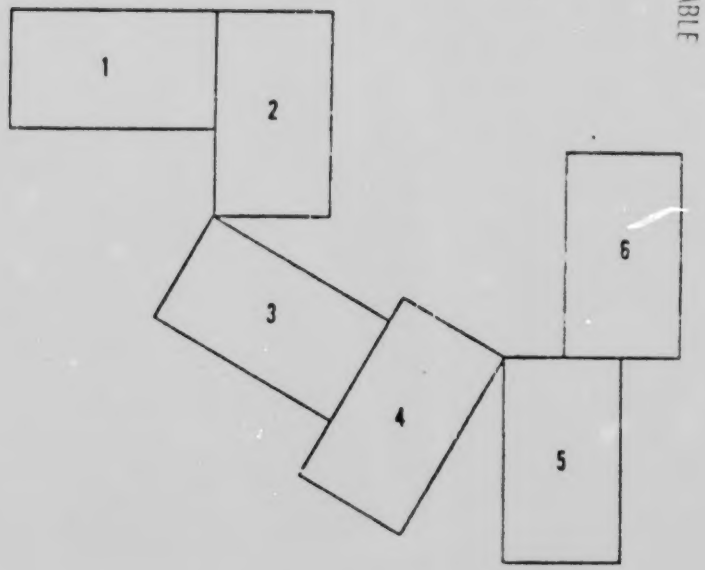

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DATA TABLE FOR PARTICIPANT WITH ENVELOPE NUMBER TWO(2)
(For use by the Receiver.)

	SERIES OF FIGURES		DIFFERENCE
	FIRST (For use in Section I)	SECOND (For use in Section II)	
LENGTH OF TIME TAKEN TO COMPLETE THE SERIES			
NUMBER OF FIGURES YOU(the Receiver) GUESS YOU HAVE DRAWN ACCURATELY (Level of Confidence)			
NUMBER OF FIGURES THE SOURCE GUESSES YOU HAVE DRAWN ACCURATELY (Level of Confidence)			
ACTUAL NUMBER OF FIGURES YOU HAVE DRAWN ACCURATELY			

DATA TABLE FOR PARTICIPANT WITH ENVELOPE NUMBER ONE(1)
(For use by the Receiver.)

	SERIES OF FIGURES		DIFFERENCE
	FIRST (For use in Section I)	SECOND (For use in Section II)	
LENGTH OF TIME TAKEN TO COMPLETE THE SERIES			
NUMBER OF FIGURES YOU(the Receiver) GUESS YOU HAVE DRAWN ACCURATELY (Level of Confidence)			
NUMBER OF FIGURES THE SOURCE GUESSES YOU HAVE DRAWN ACCURATELY (Level of Confidence)			
ACTUAL NUMBER OF FIGURES YOU HAVE DRAWN ACCURATELY			

(Tear this page out of the Guidebook for use in Exercise #1)

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The Map Communication Experiment

1. Use the Map Communication Experiment in a school staff meeting to illustrate the effect of assumptions, inferences, and individual needs in communications.
2. The following procedure is recommended:
   a. Distribute the instruction sheet and the map to each staff member.
   b. Instruct the staff not to talk to each other during this exercise.
   c. Read the instructions at the top of the instruction sheet aloud.
   d. Inform the staff that you will keep track of the time required. Ask each to signal when completed.
   e. When all have finished, using pre-boarded reproduction of map, record the final locations of each individual.
   f. Discuss experiment. Ask questions in area, "What were the problems here?" "What made it so difficult?"

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MAP EXERCISE INSTRUCTIONS

Using the map that accompanies this sheet, follow the instructions given below. Place each X exactly over the intersections of the streets and proceed with each successive instruction by starting from the last X you wrote, except in the instances where you are instructed otherwise. Number each X as you write it. When you write an X let it stand, make no erasures. There is no time limit but you are competing with the other members. When you have completed the ten instructions, fold your sheet and keep it folded.

1. Place an X at the corner of Ross and 5th Streets.

2. Walk two blocks east, three blocks south, two blocks west, one block north and place an X at the corner where you arrive.

3. Walk one block east, three blocks north, one block east and place an X at the corner where you arrive.

4. Walk five blocks south, two blocks west, three blocks north, one block east and place an X at the corner where you arrive.

5. Walk three blocks west, one block south, five blocks east, and place an X at the corner where you arrive.

6. Walk one block east, three blocks west, three blocks north, and place an X at the corner where you arrive.

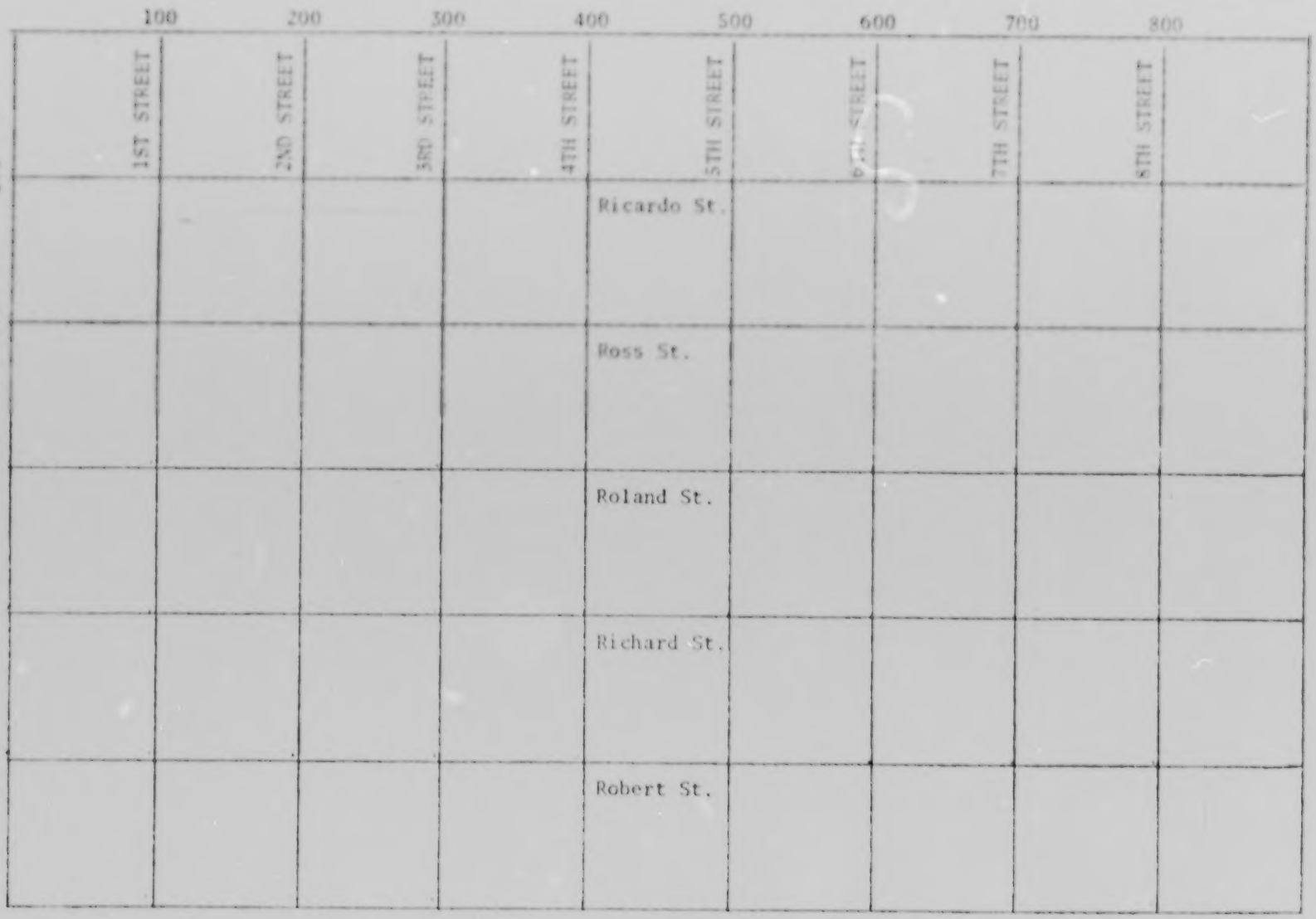
7. Place another X as far from the west and south borders of the map as your last X is from the west and north borders of the map.

8. Start north, zig-zag north and east, alternating one block at a time and walking five blocks in all, then place an X at the corner where you arrive.

9. Start at the opposite corner of the block southeast of where you placed the last X, walk two blocks west and place an X at the corner where you arrive.

10. Go three-fourths of the way around a square that has the length of two blocks on each side, starting where you placed the last X and ending south of your starting point. Place an X at the corner where you arrive.

MAP FOR COMMUNICATION EXPERIMENTS



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The Communication Story Exercise

1. Utilize the Communication Story Exercise in a school staff meeting to illustrate some of the dynamics or oral communication.
2. The following procedure is recommended:
   a. Select five (5) staff members to participate. Ask them to wait outside the room.
   b. Distribute the stories and worksheets to remainder of group who will serve as active observers.
   c. Instruct observers that you will call in one participant, read him the story, then he will retell the story to the second participant, who will retell it to the third, etc.
   d. The fifth participant will retell the story to you. While the story is being retold by each of the participants, the observers should listen carefully and check in the space provided in the worksheet, each "bit" of information that is related.
   e. In addition the observers should note any embellishments, distortions, or changes in each retelling.
   f. Give no general briefing to the participants, other than that they will take part in an experiment.
   g. Call in the number one person. Inform him that you will tell him a story. Ask him to listen carefully, because after you finish, you will ask him to repeat these instructions and the story to the next person.
   h. Call in the number two person and after he has heard the story call in the number three person and have number two person retell the story. Repeat the process with number three, four, and five. Have number five person

tell the story to you.

i. Ask observers to take a few minutes to total the "bits" checked in each of the five stories.

j. Have observers tally the columns and obtain a general range of scores for each participant.

k. Distribute copies of story to participants. Ask the participants to report on what kinds of problems they were aware of in doing this exercise.

l. Discuss the relation of this experiment to the degree of loss and distortion that takes place when information is communicated orally through several persons.

THE FACTORY SCENE

One day, as the casewriter was working at his observation desk, he heard a loud pop and the sound of breaking glass. Looking up, he saw Betty standing at the finished tubes inventory cabinet, with the door open, and a tray of finished tubes in her hand. At her feet were the remains of a broken tube. Sally was standing about eight feet away, working at a bench, with her back to Betty. Nellie was at her pump stand about the same distance away. Sally did not look up, but continued steadily with her work. The noise was very audible and quite out of the ordinary of normal sounds in the room. Its point of origin, that is, from the direction of the finished tube cabinet, was also quite clear. Nellie made a comment having something to do with what had caused the tube to fall out of the cabinet. Nellie began to sweep the mess. Betty proceeded to the test stand with the tray of tubes she had been carrying. It would have been very easy for Betty to put the tray down and clean up the broken glass herself. Throughout the incident, neither Betty nor Nellie glanced in Sally's direction, nor did Sally ever change the pace of her work or look up.

WORK SHEET

THE FACTORY SCENE

Bits of Information		1	2	3	4	5
1.	One day,	___	___	___	___	___
2.	as the casewriter	___	___	___	___	___
3.	was working	___	___	___	___	___
4.	at his observation desk,	___	___	___	___	___
5.	he saw Betty	___	___	___	___	___
6.	standing at the	___	___	___	___	___
7.	finished tubes inventory cabinet,	___	___	___	___	___
8.	with the door open,	___	___	___	___	___
9.	and a tray of finished tubes	___	___	___	___	___
10.	in her hand.	___	___	___	___	___
11.	At her feet	___	___	___	___	___
12.	were the remains	___	___	___	___	___
13.	of a broken tube.	___	___	___	___	___
14.	Sally was standing	___	___	___	___	___
15.	about eight feet away,	___	___	___	___	___
16.	working at a bench	___	___	___	___	___
17.	with her back to Betty.	___	___	___	___	___
18.	Nellie	___	___	___	___	___
19.	was at her	___	___	___	___	___
20.	pump stand	___	___	___	___	___
21.	about the same	___	___	___	___	___
22.	distance away.	___	___	___	___	___
23.	Sally	___	___	___	___	___
24.	did not look up,	___	___	___	___	___
25.	but continued stadily	___	___	___	___	___

		1	2	3	4	5
26.	with her work	___	___	___	___	___
27.	The noise	___	___	___	___	___
28.	was very audible	___	___	___	___	___
29.	and quite	___	___	___	___	___
30.	out of the ordinary	___	___	___	___	___
31.	of normal sounds	___	___	___	___	___
32.	in the room.	___	___	___	___	___
33.	Its point of origin,	___	___	___	___	___
34.	that is,	___	___	___	___	___
35.	from the direction	___	___	___	___	___
36.	of the finished	___	___	___	___	___
37.	tube cabinet,	___	___	___	___	___
38.	was also quite clear.	___	___	___	___	___
39.	Nellie	___	___	___	___	___
40.	made a comment	___	___	___	___	___
41.	having something to do	___	___	___	___	___
42.	with what had caused	___	___	___	___	___
43.	the tube to fall	___	___	___	___	___
44.	out of the cabinet.	___	___	___	___	___
45.	Nellie	___	___	___	___	___
46.	began to sweep	___	___	___	___	___
47.	the mess.	___	___	___	___	___
48.	Betty	___	___	___	___	___
49.	proceeded	___	___	___	___	___
50.	to the test stand	___	___	___	___	___
51.	with the tray of tubes	___	___	___	___	___
52.	she had been carrying.	___	___	___	___	___
53.	It would have been	___	___	___	___	___
54.	very easy for Betty	___	___	___	___	___

		1	2	3	4	5
38.	was also quite clear.	___	___	___	___	___
39.	Nellie	___	___	___	___	___
40.	made a comment	___	___	___	___	___
41.	having something to do	___	___	___	___	___
42.	with what had caused	___	___	___	___	___
43.	the tube to fall	___	___	___	___	___
44.	out of the cabinet.	___	___	___	___	___
45.	Nellie	___	___	___	___	___
46.	began to sweep	___	___	___	___	___
47.	the mess.	___	___	___	___	___
48.	Betty	___	___	___	___	___
49.	proceeded	___	___	___	___	___
50.	to the test stand	___	___	___	___	___
51.	with the tray of tubes	___	___	___	___	___
52.	she had been carrying.	___	___	___	___	___
53.	It would have been	___	___	___	___	___
54.	very easy for Betty	___	___	___	___	___
55.	to put the tray down	___	___	___	___	___
56.	and clean up	___	___	___	___	___
57.	the broken glass	___	___	___	___	___
58.	herself.	___	___	___	___	___
59.	Throughout the incident,	___	___	___	___	___
60.	neither Betty nor Nellie	___	___	___	___	___
61.	]glanced in Sally's direction,	___	___	___	___	___
62.	nor did Sally	___	___	___	___	___
63.	ever change	___	___	___	___	___
64.	the pace of her work	___	___	___	___	___
65.	or look up.					

The Triangle Design Communication Workshop

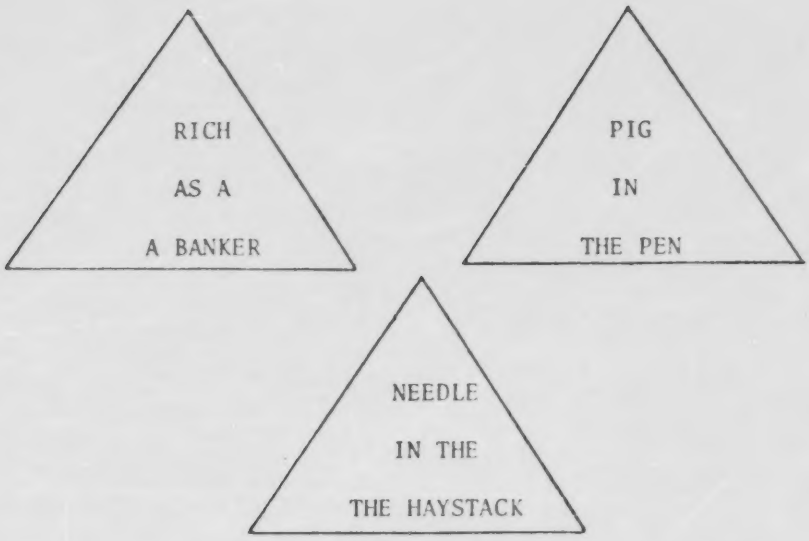
1. Utilize the Triangle Design Communication Workship in a school staff meeting to develop an awareness and acceptance of the need for communication and an understanding that communication is a people problem as well as an organizational structure problem.
2. The instructions for this workshop are as follows:
   a. Prepare Triangle Chart.
   b. Place tape recorders in each group room.
   c. Divide staff into groups of five or six persons.
   d. Assign groups to rooms.
   e. Distribute instructions to staff.
   f. After staff has read instructions, show chart for five seconds.
   g. Then send groups to their assigned rooms.
   h. After 15 minutes, call staff back to main room.
   i. Discuss group process: resolving differences, decision making, barriers to effective communications.
   j. Have groups play back tapes and analyze process.

TRIANGLE DESIGN COMMUNICATION WORKSHOP

INSTRUCTIONS TO STAFF

1. After chart is shown, work in your group to arrive at a decision as to what was on the chart. Do not start discussion until tape recorder is in operation.
2. Tape group discussion.
3. Each group should elect a spokesman to report back the decision of group.

CHART



DATA TABLE FOR PARTICIPANT WITH ENVELOPE NUMBER ONE(1)
(For use by the Receiver.)

	SERIES OF FIGURES		DIFFERENCE
	FIRST (For use in Section I)	SECOND (For use in Section II)	
LENGTH OF TIME TAKEN TO COMPLETE THE SERIES			
NUMBER OF FIGURES YOU(the Receiver) GUESS YOU HAVE DRAWN ACCURATELY (Level of Confidence)			
NUMBER OF FIGURES THE SOURCE GUESSES YOU HAVE DRAWN ACCURATELY (Level of Confidence)			
ACTUAL NUMBER OF FIGURES YOU HAVE DRAWN ACCURATELY			

(Tear this page out of the Guidebook for use in Exercise #1

DATA TABLE FOR PARTICIPANT WITH ENVELOPE NUMBER TWO(2)
(For use by the Receiver.)

	SERIES OF FIGURES		DIFFERENCE
	FIRST (For use in Section I)	SECOND (For use in Section II)	
LENGTH OF TIME TAKEN TO COMPLETE THE SERIES			
NUMBER OF FIGURES YOU(the Receiver) GUESS YOU HAVE DRAWN ACCURATELY (Level of Confidence)			
NUMBER OF FIGURES THE SOURCE GUESSES YOU HAVE DRAWN ACCURATELY (Level of Confidence)			
ACTUAL NUMBER OF FIGURES YOU HAVE DRAWN ACCURATELY			

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DATA TABLE FOR PARTICIPANT WITH ENVELOPE NUMBER ONE(1)
(For use by the Receiver.)

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	FIRST (For use in Section I)	SECOND (For use in Section II)	
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ACTUAL NUMBER OF FIGURES YOU HAVE DRAWN ACCURATELY			

(Tear this page out of the Guidebook for use in Exercise #1)

DATA TABLE FOR PARTICIPANT WITH ENVELOPE NUMBER TWO(2)
(For use by the Receiver.)

	SERIES OF FIGURES		DIFFERENCE
	FIRST (For use in Section I)	SECOND (For use in Section II)	
LENGTH OF TIME TAKEN TO COMPLETE THE SERIES			
NUMBER OF FIGURES YOU(the Receiver) GUESS YOU HAVE DRAWN ACCURATELY (Level of Confidence)			
NUMBER OF FIGURES THE SOURCE GUESSES YOU HAVE DRAWN ACCURATELY (Level of Confidence)			
ACTUAL NUMBER OF FIGURES YOU HAVE DRAWN ACCURATELY			

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Copy One

STAFF DEVELOPMENT:

THE HELPER - HELPEE RELATIONSHIP

(PART 1)

These Audio Modular Instructional Materials
Have Been Developed Under The Joint Direction Of

Roger H. Peck

Department of Administration and Supervision
Southern Connecticut State College

and

George Bryniawsky

Arthur W. Eve

Center for Leadership and Administration
School of Education
University of Massachusetts

CONTENTS

INTRODUCTION

Purpose of Audio Modular Instruction 3

Description of Module 3

Prerequisite 4

Time Required 4

Materials and Resources Required 5

INSTRUCTIONS TO THE PARTICIPANT 6

CHARTS

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(NOTE: THIS MODULAR PRESENTATION REQUIRES THE PARTICIPATION OF THREE INDIVIDUALS THROUGHOUT THE PRESENTATION.)

INTRODUCTION

PURPOSE OF AUDIO MODULAR INSTRUCTION

This instruction is directed toward school principals, assistant principals, and other school personnel involved in the general area of staff development. It is designed to stimulate those staff leaders to carefully scrutinize the communication behavior which they have established with the staff; and to initiate actions and leadership behaviors which will assist staff members in becoming less dependent upon the staff leaders.

DESCRIPTION OF THE MODULE

This module reviews the major desired outcomes which should result from the Helper-Helpee relationship, and then focuses upon some of the behaviors which the staff leader must display in the Helper-Helpee relationship in order to produce these desired outcomes. The participants will have an opportunity to become involved in two exercises within this module. This will allow for an assessment and refinement of his/her leadership skills in the helping relationship, specifically in reference to the proper initial response in a conference setting.

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Upon completion of this module, the participant should be able to:

1. Describe three major desired outcomes of the Helper-Helpee relationship.

2. Describe six behaviors the Helper must display in order to produce these major desired outcomes of the Helper-Helpee relationship.

3. From observing a teacher-administrator conference in which the teacher is seeking help to a problem, identify and describe the behaviors displayed by the administrator which will help, and those that will hinder in the production of the desired outcomes of the Helper-Helpee relationship.

4. In the role of a staff leader, participate in a conference with a teacher the result of which produces movement toward the desired outcomes of the Helper-Helpee relationship.

5. Identify the differences and similarities existing between the "game" and a Helper-Helpee relationship.

PREREQUISITE

None.

TIME REQUIRED

Approximately 30 minutes.

MATERIALS AND RESOURCES REQUIRED

1. Audio Instruction two track magnetic cassette tape, recorded at a speed of 1-7/8 inches per second. The tape for "Staff Development: The Helper-Helpee Relationship (Part 1)" is enclosed in the plastic pocket in back of the Guidebook.

2. An Audio Cassette tape recorder.

3. This Audio-Instruction Module Guidebook, plus two extra copies in the front and back pockets of the notebook binder cover.

4. A pencil for each participant and several sheets of paper.

5. Three persons to participate in the module. In addition to the administrator these persons could include other administrators, secretaries, teachers, spouses, students and/or other friends.

INSTRUCTIONS TO THE PARTICIPANTS

You will derive the greatest benefit from this instructional module by observing the following suggestions:

1. Take the module where you will not be interrupted, and give it your complete attention.
2. Set aside sufficient time (approximately 30 minutes) so that you can follow the instruction through to its conclusion.

THE INSTRUCTION STARTS ON THE TAPE. The instructor will refer to and explain the information given in the Guidebook. This information appears in the form of Charts - diagrams, text, etc.. This module is reusable, since it is not necessary for you to mark on the Charts or otherwise enter information in the Guidebook. Review questions should be answered on a separate sheet of paper.

Any comments, criticisms, or suggestions as to how this instruction could be improved will be welcomed. Address:

George Bryniawsky
Center for Leadership and Administration
School of Education
University of Massachusetts
Amherst, Massachusetts 01002

or

Roger H. Peck
Department of Administration and Supervision
Southern Connecticut State College

I

YOU SHOULD NOW BE READY TO PARTICIPATE IN THE MODULE.

PLEASE TURN TO NEXT PAGE (CHART 1) AND START TAPE.

THE ROLE OF THE ADMINISTRATOR IS CHANGING

1. TECHNOLOGICAL CHANGES.

2. INNOVATIONS IN EDUCATION.

3. NEW KNOWLEDGE AND MATERIALS.

4. INTEREST EXPRESSED BY CITIZENS AND PARENTS IN EDUCATION.

5. EDUCATIONAL FINANCIAL ACCOUNTABILITY.

6. STUDENT INVOLVEMENT IN DECIDING SCHOOL PROGRAMS AND CURRICULUM.

7. TEACHER INVOLVEMENT IN DECISION MAKING.

CHART 1

In reference to GROWING PEOPLE, Carl Rogers says that the school administrator should be " AN INDIVIDUAL WHO CAN LISTEN, UNDERSTAND, ACCEPT, CLARIFY AND COMMUNICATE."

CHART 2

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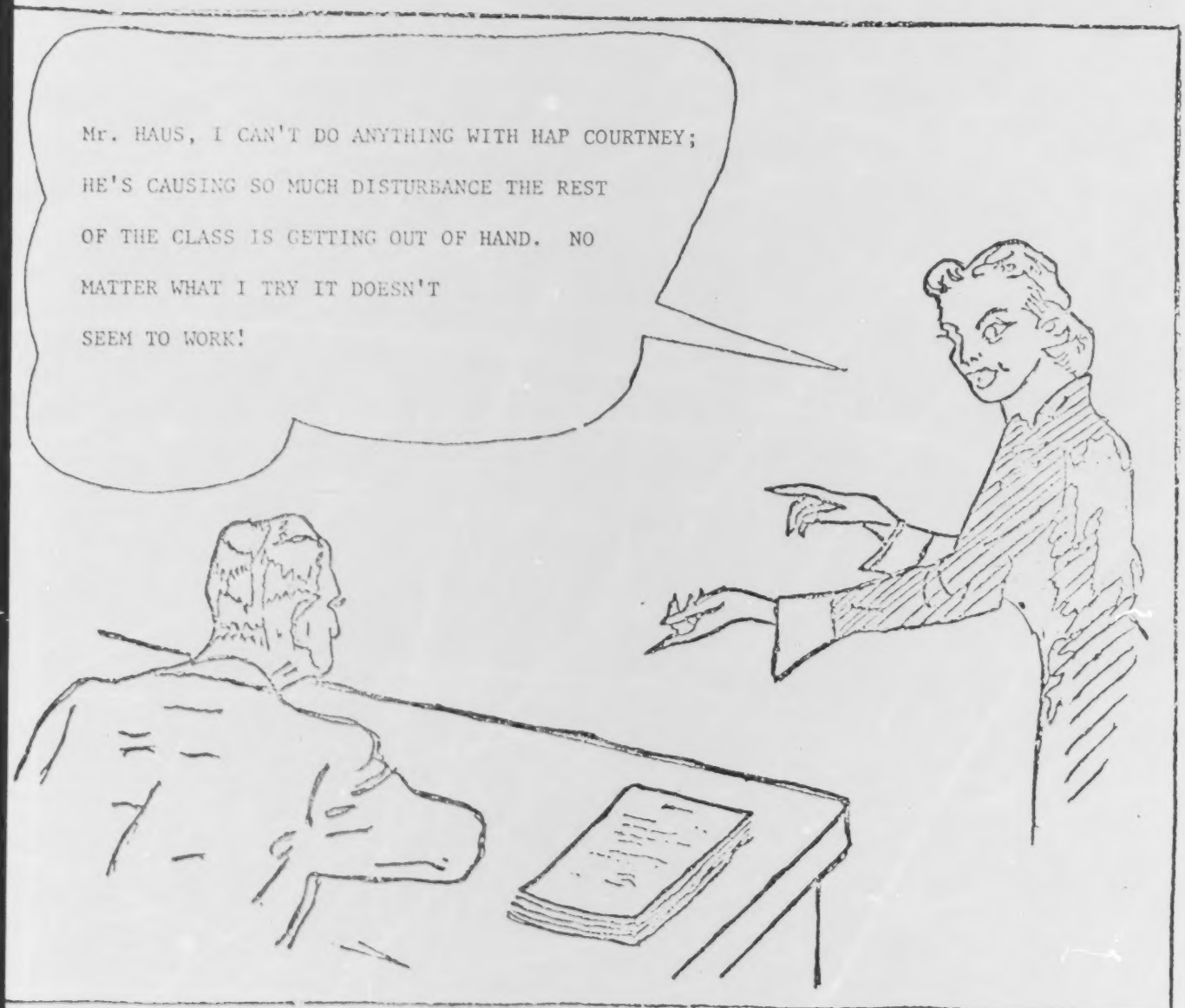
Mr. HAUS, I CAN'T DO ANYTHING WITH HAP COURTNEY; HE'S CAUSING SO MUCH DISTURBANCE THE REST OF THE CLASS IS GETTING OUT OF HAND. NO MATTER WHAT I TRY IT DOESN'T SEEM TO WORK!

CHART 3

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CHART 4

DIRECTIONS FOR EXERCISE

EXERCISE #1

1. Read the directions through completely before beginning the exercise.

2. Turn back to Chart 3 and read over Mrs. Starr's statement to Mr. Haus. After you have studied Mrs. Starr's statement, turn to Chart 4.

3. Each individual participant in the group is to take the role of Mr. Haus. With Chart 4 in front of you, each person in the group is to write down on a separate sheet of scratch paper the response he/she (playing the role of Mr. Haus) would make to Mrs. Starr. (Write down on the paper the exact words you would say to Mrs. Starr.) DO NOT WRITE IN THE MODULAR GUIDEBOOK.

4. After you have finished these responses, set the written responses aside for the time being. Do not show each other your responses yet; and do not discuss them at this time. You will have the opportunity to exchange your ideas on these responses later in this presentation.

5. After all of the persons in the group have finished writing the responses, turn the tape recorder on again to continue the presentation.

CHART 5

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"THE GAME"

CHART 6

SIMILARITIES IN THE HELPING RELATIONSHIP AND THE "GAME"

I. INDIVIDUAL'S CONCEPTION OF UNIQUENESS OF HIS/HER PROBLEM

II. SKEPTICISM REGARDING TRUSTWORTHINESS OF THE HELPING PERSON

III. INDIVIDUAL'S NEED FOR RECOGNITION

IV. INDIVIDUAL IS SEEKING HELP

CHART 7

HELPER/HELPEE RELATIONSHIP

The helper/helpee relationship is one in which one of the participants intends that there should come about, in one or both parties, a more functional use of the latent inner resources of the individual.

CHART 8

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HELPER/HELPEE RELATIONSHIP	VS.	"WHY DON'T YOU" "YES, BUT" GAME

PROBLEM DELINEATION------ VS.----------ADVICE GIVING

TOTAL COMMITMENT--------- VS.----------INSENSITIVITY

LISTENING---------------- VS.----------IMPATIENT HEARING

CHART 9

FIRST SET OF BASIC ASSUMPTIONS CONCERNING

THE HELPER/HELPEE RELATIONSHIP

The Major Desired Outcomes of the Helper/Helpee Relationship are:

1. THE HELPEE BECOMES MORE AUTONOMOUS (more independent of the Helper)

2. THE HELPEE ACCEPTS THE PROBLEM AS HIS/HER OWN

3. THE HELPEE DEVELOPS A MORE FUNCTIONAL USE OF HIS/HER LATENT INNER RESOURCES (more able to use these resources in solving the present and future problems)

CHART 10

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CHART 11

SECOND SET OF BASIC ASSUMPTIONS CONCERNING

THE HELPER/HELPEE RELATIONSHIP

In Order to Produce the Major Desired Outcomes of the Helper/Helpee Relationship (as presented in Chart 10), the Helper must display such behaviors as the following:

1. LISTENING RATHER THAN TELLING

2. CLARIFYING RATHER THAN GIVING ADVICE

3. GETTING THE HELPEE TO SAY MORE CLEARLY WHAT HE (the Helpee) MEANS

4. TRYING TO UNDERSTAND WHAT THE HELPEE IS SAYING RATHER THAN ASSUMING HE (the Helper) ALREADY KNOWS

5. DOING AND SAYING THINGS THAT MAKE THE HELPEE FEEL MORE AT EASE

6. REFRAINING FROM MAKING JUDGMENTAL OR EVALUATIVE STATEMENTS

CHART 12

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DIRECTIONS FOR EXERCISE

EXERCISE #2

1. Read the directions through completely before beginning the exercise.

2. Glance back at Chart 3 and read over Mrs. Starr's statement again. Then turn to Chart 4.

3. Each individual participant in the group is to take the role of Mr. Haus. With Chart 4 in front of you, each person in the group is to write down on a separate sheet of scratch paper the response he/she would make to Mrs. Starr. (Write down on the paper the exact words you would say to Mrs. Starr.) DO NOT WRITE IN THE MODULAR GUIDEBOOK.

4. After the members of the group have finished writing down their responses, compare these responses among the members of the group; and, compare the responses made for Exercise #1 with the responses made during the present exercise. Have any of the members changed their responses from the first exercise? If so, why? What would be the "tone" of the Haus-Starr conference if your responses were made by Mr. Haus? What would be the outcome of the conference?

5. After you have finished the exercise, turn on the recorder and continue on with the modular presentation.

CHART 13

STAFF DEVELOPMENT:

THE HELPER-- HELPEE RELATIONSHIP

(PART 2)

These Audio Modular Instructional Materials
Have Been Developed Under The Joint Direction Of

Roger H. Peck

Department of Administration and Supervision
Southern Connecticut State College

and

George Bryniawsky

Arthur W. Eve

Center for Leadership and Administration
School of Education
University of Massachusetts

CONTENTS

INTRODUCTION

Purpose of Audio Modular Instruction 3

Description of Module 3

Prerequisite 4

Time Required 4

Materials and Resources Required 5

INSTRUCTIONS TO THE PARTICIPANT 6

CHARTS

INTRODUCTION

PURPOSE OF AUDIO MODULAR INSTRUCTION

This instruction is directed toward school principals, assistant principals, and other school personnel involved in the general area of staff development. It is designed to stimulate those staff leaders to carefully scrutinize the communication behavior which they have established with the staff; and to initiate actions and leadership behaviors which will assist staff members in becoming less dependent upon the staff leaders.

DESCRIPTION OF THE MODULE

This module reviews the major desired outcomes which should result from the Helper-Helpee relationship, and then focuses upon some of the behaviors which the staff leader must display in the Helper-Helpee relationship in order to produce these desired outcomes. Part 1 of this Audio Modular Instructional Unit dealt with the initial response factor. In this shorter Part 11, the participant will be involved in one exercise which will re-enforce the skills necessary for a helping relationship to exist.

Upon completion of this module, the participant should be able to:

1. Identify the major commonalities found in individuals seeking help.

2. Identify the most common barriers present which prevent individuals from accepting help.

3. Describe the effects "advice giving" has on a potential helping relationship.

4. Distinguish between the listening skills necessary for a successful helping relationship and the listening habits normally developed by individuals.

5. Identify basic techniques which can be implemented to assist administrators establish an effective helping relationship.

PREREQUISITE

The participant should have completed the Part 1 of this module before beginning this part.

TIME REQUIRED

Approximately 20 minutes.

MATERIALS AND RESOURCES REQUIRED

1. Audio Instruction two track magnetic cassette tape, recorded at a speed of 1-7/8 inches per second. The tape for "Staff Development: The Helper-Helpee Relationship (Part II)" is enclosed in the plastic pocket in back of the Guidebook.

2. An Audio Cassette tape recorder.

3. This Audio-Instruction Module Guidebook, plus two extra copies in the front and back pockets of the notebook binder cover.

4. A pencil for each participant and several sheets of paper.

5. Three persons to participate in the module. In addition to the administrator these persons could include other administrators, secretaries, teachers, spouses, students and/or other friends.

INSTRUCTIONS TO THE PARTICIPANTS

You will derive the greatest benefit from this instructional module by observing the following suggestion:

1. Take the module where you will not be interrupted, and give it your complete attention.
2. Set aside sufficient time (approximately 20 minutes) so that you can follow the instruction through to its conclusion.

THE INSTRUCTION STARTS ON THE TAPE. The instructor will refer to and explain the information given in the Guidebook. This information appears in the form of Charts - diagrams, text, etc.. This module is reusable, since it is not necessary for you to mark on the Charts or otherwise enter information in the Guidebook. Review questions should be answered on a separate sheet of paper.

Any comments, criticisms, or suggestions as to how this instruction could be improved will be welcomed. Address:

George Bryniawsky
Center for Leadership and Administration
School of Education
University of Massachusetts
Amherst, Massachusetts 01002

or

Roger H. Peck
Department of Administration and Supervision
Southern Connecticut State College

YOU SHOULD NOW BE READY TO PARTICIPATE IN THE MODULE.

PLEASE TURN TO NEXT PAGE (CHART 1) AND START TAPE.

SIMILARITIES IN THE HELPING RELATIONSHIP AND THE "GAME"

I. INDIVIDUAL'S CONCEPTION OF UNIQUENESS OF HIS/HER PROBLEM

II. SKEPTICISM REGARDING TRUSTWORTHINESS OF THE HELPING PERSON

III. INDIVIDUAL'S NEED FOR RECOGNITION

IV. INDIVIDUAL IS SEEKING HELP

HELPER/HELPEE RELATIONSHIP	VS	"WHY DON'T YOU" "YES, BUT" GAME
PROBLEM DELINEATION------	VS.----------	ADVICE GIVING
TOTAL COMMITMENT---------	VS.----------	INSENSITIVITY
LISTENING----------------	VS.----------	IMPATIENT HEARING

CHART 1

TECHNIQUES FOR IMPROVING THE

ADMINISTRATOR-TEACHER CONFERENCE

-ESTABLISH A NEED FOR CHANGE

-ALLEVIATE POINTS OF STRESS

-ALTER THE ENVIRONMENT

-ESTABLISH AN ATMOSPHERE OF TRUST

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CHART 2

A REVIEW OF THE BASIC ASSUMPTIONS

A. The Major Desired Outcomes of the Helper-Helpee Relationship are:

1. THE HELPEE BECOMES MORE AUTONOMOUS (more independent of the Helper)
2. THE HELPEE ACCEPTS THE PROBLEM AS HIS/HER OWN
3. THE HELPEE DEVELOPS A MORE FUNCTIONAL USE OF HIS/HER LATENT INNER RESOURCES (more able to use these resources in solving the present and future problems)

B. In order to Produce the Major Desired Outcomes of the Helper-Helpee Relationship, the Helper must display such behaviors as the following:

1. LISTENING RATHER THAN TELLING
2. CLARIFYING RATHER THAN GIVING ADVICE
3. GETTING THE HELPEE TO SAY MORE CLEARLY WHAT HE (the Helpee) MEANS
4. TRYING TO UNDERSTAND WHAT THE HELPEE IS SAYING RATHER THAN ASSUMING HE (the Helper) ALREADY KNOWS
5. DOING AND SAYING THINGS THAT MAKE THE HELPEE FEEL MORE AT EASE
6. REFRAINING FROM MAKING JUDGMENTAL OR EVALUATIVE STATEMENTS

CHART 3

SUGGESTIONS ON HOW THE HELPER CAN ASSIST THE

HELPEE IN CLARIFYING HIS PROBLEM

The Helper can Assist the Helpee Clarify His Problem by Looking at:

1. HOW CLEAR IS IT?

2. IS IT SEVERAL PROBLEMS OR ONE?

3. WHAT DO YOU WANT TO BE DIFFERENT?

4. PROBE FOR MORE INFORMATION WITH QUESTIONS, LIKE "WHAT HAPPENS WHEN...?

5. IS IT STATED IN TERMS OF A GRIPE OR A GOAL?

6. WHAT IS THE GOAL?

CHART 4

DIRECTIONS FOR EXERCISE

EXERCISE #1

(FIRST SCAN THE DIRECTIONS BELOW, BUT DON'T START THE EXERCISE UNTIL YOU HAVE LISTENED TO THE PROGRAM TAPE AGAIN FOR FURTHER CLARIFICATION OF THE DIRECTIONS.)

1. This is a communication exercise, focusing on speaking precisely and listening carefully. The objectives of the exercise are:

   a. To stimulate the participants to listen carefully to others in order to improve their comprehension of what was said.

   b. To stimulate participants to speak more precisely.

   c. To further the understanding of the complexity of and difficulties involved in communication.

2. For this exercise, two of the participants are to sit in chairs face-to-face. The present exercise requires the use of an observer or monitor.

3. Select a topic about which the two persons, sitting face-to-face have very strong opinions. Each of these persons is to take opposing sides to the issues. (The exercise works best if you choose aspects that involve your own personal values and points of view.)

4. Begin your discussion of the topic. The rule you are to follow in discussion is as follows:

   THE LISTENER CAN SPEAK UP FOR HIMSELF ONLY AFTER HE HAS FIRST RESTATED THE IDEAS AND FEELINGS OF THE PREVIOUS SPEAKER ACCURATELY, AND TO THAT SPEAKER'S SATISFACTION.

In other words each of you is to recapitulate to the other's satisfaction what the speaker has said before the listener may reply.

CHART 5 (continued on next page)

(Directions for Exercise #1, continued.)

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5. The monitor is to listen carefully and to check periodically as to whether a speaker has been satisfied with the recapitulation given by the listener. He is there to provide a third, more objective opinion.

6. Either the listener or the monitor should not hesitate to ask the speaker to stop when he feels he cannot remember anymore - part of the exercise is to place the responsibility for understanding on the listener.

7. Continue your discussion until you are satisfied that you are clear about some of the problems involved in this form of a discussion, and have been able to resolve these difficulties.

8. When the discussion of the topic is terminated, have a brief exchange of ideas on your experience with this form of dialogue. As you listen, keep the following questions in mind:

   a. Questions concerning the Speaker:

      1. Does the speaker organize his thoughts before speaking?

      2. Does the speaker try to include too many ideas, often unrelated, in his statement making comprehension difficult?

      3. Does the speaker answer the points made by the previous speaker; thereby, actually responding to what has been said?

   b. Questions concerning the Listener:

      1. Does the listener give undivided attention?

      2. Does the listener think about his answers, instead of paying full attention?

      3. Does the listener tend to listen for details rather than the essential message?

9. From your discussion of the exercise, write down your conclusions as to the kinds of problems which make it difficult for two people to understand each other in a conversation.

CHART 5 (continued on next page)

(Directions for Exercise # 1, continued)

(BEFORE YOU RE-READ THE DIRECTIONS FOR THIS EXERCISE, TURN THE RECORDER ON AGAIN FOR FURTHER CLARIFICATION OF THESE DIRECTIONS.)

TURN THE RECORDER ON NOW

10. When you have completed the exercise, continue on with the modular presentation.

CHART 5

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SUGGESTED READINGS

Berne, Eric. Games People Play. New York: Grove Press Inc., 1964.

Hall, Edward T. Silent Language. Garden City, L.I.: Doubleday, 1959. & Greenwich, Connecticut: Fawcett, 1959.

Harris, Ben M., and Wailand Bessent. In-Service Education: A Guide to Better Practice. Englewood Cliffs, New Jersey: Prentice Hall, 1969.

Hersey, Paul and Blanchard, Kenneth. Management of Organizational Behavior. Englewood Cliffs, New Jersey: Prentice Hall, Inc. 1969

NTL Institute for Applied Behavioral Science. Reading Book: Laboratories in Human Relations Training. (Revised 1969) National Education Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036.

Nylen, D., Mitchel, J. R., and A. Stout. Handbook of Staff Development and Human Relations Training. Washington, D.C.: NTL, NEA, 1967.

Rogers, Carl R. Freedom to Learn. Columbus: Charles E. Merril Publishing Company, 1969

Rogers, Carl R. On Becoming a Person. Boston: Houghton Mifflin Company, Riverside Press, 1961.

Schein, Edgar H. Organizational Psychology. Englewood Cliffs, New Jersey: Prentice Hall, Inc., 1965.

CHART 6

SUGGESTED ACTIVITIES

1. Adapt the Listening exercise (Exercise #1) used in this module, for use in a school staff meeting. Suggestions for such a use of the exercise are presented in the Handbook for Staff Development and Human Relations Training (see Suggested Readings) on pages 119-120.

2. Construct role-playing situations in which the administration, teachers and students participate. Utilize these role-playing situations as part of the staff development program for your school.

3. Make it a practice to restate what other persons have said to you before you express your opinions on the issues at hand.

4. Record some of your administrator-teacher conferences on audio tape, and have the concerned teachers and yourself critique these conferences together.

CHART 7

DIRECTIONS FOR EXERCISE

EXERCISE #1

IN FACILITATING THIS EXERCISE REMEMBER WHAT YOU EXPERIENCED WHEN YOU PARTICIPATED IN THE SAME EXERCISE.

THIS EXERCISE SHOULD NOT LAST LONGER THAN 5 MINUTES.

1. This is a communication exercise, focusing on speaking precisely and listening carefully. The objectives of the exercise are:

    a. To stimulate the participants to listen carefully to others in order to improve their comprehension of what was said.

    b. To stimulate participants to speak more precisely.

    c. To further the understanding of the complexity of and difficulties involved in communication.

2. For this exercise, two of the participants are to sit in chairs face-to-face. The present exercise requires the use of an observer or monitor.

3. Select a topic about which the two persons, sitting face-to-face have very strong opinions. Each of these persons is to take opposing sides to the issues. (The exercise works best if you choose aspects that involve your own personal values and points of view.)

4. Begin your discussion of the topic. The rule you are to follow in discussion is as follows:

    THE LISTENER CAN SPEAK UP FOR HIMSELF ONLY AFTER HE HAS FIRST RESTATED THE IDEAS AND FEELINGS OF THE PREVIOUS SPEAKER ACCURATELY, AND TO THAT SPEAKER'S SATISFACTION.

In other words each of you is to recapitulate to the other's satisfaction what the speaker has said before the listener may reply.

(continued on next page)

(Directions for Exercise #1, continued.)

5. The monitor is to listen carefully and to check periodically as to whether a speaker has been satisfied with the recapitulation given by the listener. He is there to provide a third, more objective opinion.

6. Either the listener or the monitor should not hesitate to ask the speaker to stop when he feels he cannot remember anymore - part of the exercise is to place the responsibility for understanding on the listener.

7. Continue your discussion until you are satisfied that you are clear about some of the problems involved in this form of a discussion, and have been able to resolve these difficulties.

8. When the discussion of the topic is terminated, have a brief exchange of ideas on your experience with this form of dialogue. As you listen, keep the following questions in mind:

    a. Questions concerning the Speaker:

        1. Does the speaker organize his thoughts before speaking?

        2. Does the speaker try to include too many ideas, often unrelated, in his statement making comprehension difficult?

        3. Does the speaker answer the points made by the previous speaker; thereby, actually responding to what has been said?

    b. Questions concerning the Listener:

        1. Does the listener give undivided attention?

        2. Does the listener think about his answers, instead of paying full attention?

        3. Does the listener tend to listen for details rather than the essential message?

9. From your discussion of the exercise, write down your conclusions as to the kinds of problems which make it difficult for two people to understand each other in a conversation.

DIRECTIONS FOR EXERCISE

EXERCISE #2

BEFORE BEGINNING WITH THIS EXERCISE YOU MAY WISH TO DISCUSS THE MAJOR DESIRED OUTCOMES OF A HELPING RELATIONSHIP.

1. This exercise requires the participation of three persons. In this exercise two of the persons in the group are to conduct a role-playing session based on a student-teacher conference setting. One of the participants is to take the role of the teacher, and the other participant is to take the role of the student. The third participant in the group is to observe and monitor the session.

2. The participant taking the role of the student is to start the session with the statement "I can't take it in this school anymore, everyone is out to get me. I guess the only thing for me to do is quit and show all these teachers that I can do something."

3. The role of the monitor is to observe the discussion, and to make special note of the following:

    a. The non-verbal gestures, and the eye-contact of the actors.

    b. The behavior displayed by the Helper as it relates to the types of behaviors proposed in the modular presentation.

4. The monitor is to terminate the discussion when he/she feels that the participants have either reached an impasse, or have arrived at a point where it is clear that the participants are on a fixed course of action. (The role-playing session should not last more than five minutes.)

5. When the session is finished, the participants and the facilitator have a brief discussion of the experience. The person who had played the role of the student should relate to the group his/her feelings and attitudes which he/she experienced in the role-playing situation.

6. The facilitator should enter the discussion by focusing his/her remarks on the relation of the behaviors he/she observed to the Helper behaviors proposed in the modular presentation.

STAFF DEVELOPMENT: BASIC ELEMENTS OF THE COMMUNICATION PROCESS

These Audio Modular Instructional Materials
Have been Developed Under The Joint Direction Of:

Roger H. Peck

Robert S. Levine

Arthur W. Eve

and

James A. Moore

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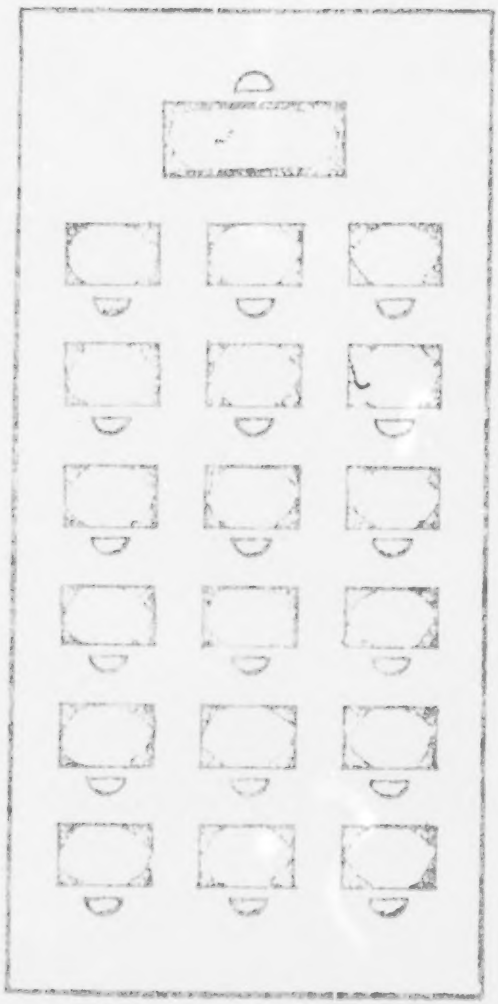
EDUCATION IS COMMUNICATION



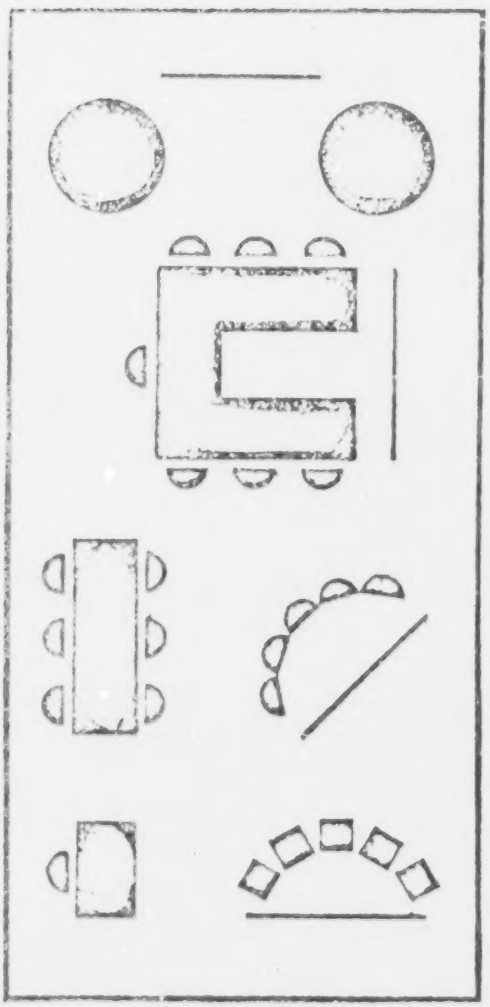


CHART 1

COMMUNICATION can be defined as, "An effort to establish a commonness with another person or a group, by sharing information, ideas, or attitudes."

CHART 2

TWO BASIC ELEMENTS IN ONE-WAY COMMUNICATION

1. THE COMMUNICATOR SENDS A MESSAGE WHICH CONVEYS SOME CONTENT.

2. THE RECEIVER OF THE COMMUNICATION RESPONDS TO THE CONTENT AS HE PERCEIVES IT.

CHART 3

EXPANDED VIEW OF THE BASIC ELEMENTS

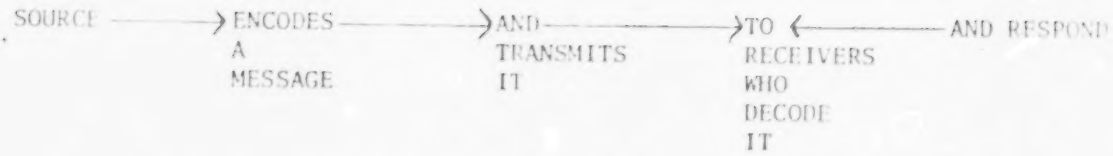


CHART 4

QUESTIONS

1. Based on the definition of "communication" given in Chart 2, and focusing on the two basic elements of communication described in Chart 3; identify and describe the origin and nature of at least five causes for communication breakdowns. (Include those causes which you have found, through personal experience, have produced barriers to successful communication. In these descriptions refer to the components which are presented in Chart 4, "Expanded View of the Basic Elements.")

2. From your list of causes for communication breakdowns, write "MOST SIGNIFICANT" by the one which you feel produces the most significant barriers to successful communication.

3. From your list of causes, write "MOST DIFFICULT TO ELIMINATE" by the one, which you feel, produces barriers which are the most difficult to eliminate.

CHART 5

GENERAL HAZARDS TO SUCCESSFUL COMMUNICATION

1. The Information which is to be transmitted is vague, or inaccurate.
2. The message is poorly encoded.
3. There is a failure to transmit a well-encoded message.
4. The receivers decode a message other than the source had intended.

CHART 6

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EXERCISE #1

One-Way and Two-Way Communication*

Purposes:

To demonstrate the differences between a situation in which two-way communication exists and one in which communication goes one way.

To stimulate participants to think about their relations with their staff and the students, and to recognize the importance of closely scrutinizing the communication processes which they have established. This scrutiny is focused on the effect that these communication processes have on staff development as an on-going process.

Materials, Resources, and Setting:

1. Four pieces of paper and a pencil.
2. The materials in Envelope #1 and Envelope #2, enclosed in the back pocket of this notebook. (Please do not open these Envelopes until instructed to do so.)
3. One sheet of paper, on which is drawn two data tables. (These sheets are provided at the end of the modular guidebook. Tear one out.)
4. A clock or watch which includes a second hand.
5. Both individuals participating in the module.

The exercise should take place in an office or an area in which you will not be interrupted.

---

*The design of this exercise is adapted from Harold J. Leavitt. Managerial Psychology, Chicago: University of Chicago Press, 1958, pp. 118-128. and Donald Nylen, et. al. Handbook of Staff Development and Human Relations Training. NTL Institute for Applied Behavioral Science, NEA, Washington, D. C.

CHART 7

Procedures: BEST COPY AVAILABLE

(Read over the directions and then listen to the tape again before starting the exercise.)

This exercise is divided into two sections; Section I and Section II. In turn, each of these sections is divided into Part A and Part B.

Section I

1. In the back pocket of the guidebook are two envelopes. (#1 and #2.) Each of the participants is to take one of these envelopes. Note to each participant: You are not to allow the other person to view the materials included in your envelope. Inside each envelope are two folders; one marked TO BE USED DURING SECTION I and the other one marked TO BE USED DURING SECTION II. Each of the participants is to pull out the folder to be used during Section I. Again, DO NOT ALLOW THE OTHER PERSON TO VIEW THE CONTENT INSIDE YOUR ENVELOPE OR FOLDER.

2. Inside each participant's folder is a sheet of paper. On the sheet of paper are written some directions which you are going to instruct the second person to follow. Each participant will present his instructions as described below.

PART A -- Instructions for the participant who has Envelope #1.

You will be the first presentor. (source) You will be directing the second person in the drawing of a series of geometric figures. Sit in a position so that you are back to back; you should have no eye contact. You are not to view his drawings nor answer any questions. Remember to keep track of the time required to complete the series of figures. When you are finished you are to guess the number of figures which the second person drew correctly He will mark this guess down on a chart. Do not show him/her your "master" copy of the series of figures until instructed to do so. (At the end of Section II)

Instructions for the participant who has Envelope #2.

You will be the first receiver. The second person will be directed to have you draw series of geometric figures. You are to reproduce the figures as you are directed by this person. In this series you may ask no questions and give no audible response. (Please make no comments to the person during this series.) Sit in a position so that you are back to back; you should have no eye contact. Do not show the figure which you are drawing to the second person.

At the end of the guidebook there are included sheets of paper with two figures, as shown below, on them. At this time tear one of these sheets out. Do not mark on the figure on this page.

FIGURE 1

	SERIES OF FIGURES		
	FIRST (For use in Section I)	SECOND (For use in Section II)	DIFFERENCE
LENGTH OF TIME TAKEN TO COMPLETE THE SERIES			
NUMBER OF FIGURES YOU (the Receiver) GUESS YOU HAVE DRAWN ACCURATELY (Level of Confidence)			
NUMBER OF FIGURES THE SOURCE GUESSES YOU HAVE DRAWN ACCURATELY (Level of Confidence)			
ACTUAL NUMBER OF FIGURES YOU HAVE DRAWN ACCURATELY			

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When the second person has completed giving the instructions for the first series of figures, record the time it took to complete the series in the proper space in figure 1. Write down the number of squares you think have drawn correctly in relation to the other figures. Then write down the number of figures the presentor thinks you have drawn correctly.

Do not fill in the last category, that is "Actual number of figures you have drawn accurately" until instructed to do so. (at the end of Section II.)

PART B -- Instructions for the participant who has Envelope #1 (Receiver)

For this part you will be in the role of the Receiver. Follow the directions previously given for the Receiver. (These are the directions given before in Part A, for the participant who has Envelope #2. Use the second data table on the sheet of paper rather than tearing another sheet of paper out of the Guidebook.

Instructions for the participant who has Envelope #2.

For this part you will be in the role of Presenter (source). Follow the directions previously given for the Presentor, in Part A.

Section II

PART A -- Follow the same directions given for Part A of Section I, with the following changes:

1. Use the material from the folder for Section II.
2. Sit face to face with each other.
3. The receiver may ask questions and the presenter (source) will answer them in as much detail as is requested. The presenter (source) should not, however, be permitted to

show the placement of the figures or their relationship to one another by drawing diagrams in the air with his/her hands. Only verbal directions are acceptable. REMEMBER TO KEEP TRACK OF THE TIME REQUIRED TO COMPLETE EACH OF THE SERIES OF SQUARES.

PART B -- Follow the same directions as given for Part B of Section I with the following changes:

1. Sit face to face with each other
2. You may ask questions or have the Presentor repeat when necessary
3. Do not show the presenter your drawings
4. Record the results in the column for Section II in the Data Table.

After you have completed Section II, show each other your master charts for the first set of figures (for Section I). Compare your drawings with the master copy. Each figure must be in the exact relationship to the preceding one as it appears on the master key to be counted. When this is completed, each of you count up and record the actual number of figures you have drawn correctly.

Repeat the directions given in the paragraph above, for the second set of figures (for Section II).

After you have the data filled in all the columns of both data tables, turn the tape back on for further discussion of the data and the exercise.

(BEFORE YOU START THE EXERCISE TURN ON THE TAPE RECORDER FOR FURTHER CLARIFICATION OF THE INSTRUCTIONS.)

FOR DISCUSSION

1. Compare the effectiveness of the one-way communication process with the two-way process in terms of:

    a. Time

    b. Level of Confidence of the Receiver

    c. Level of Confidence of the Presentor (Source)

    d. Accuracy of Results

2. Compare the effects of the one-way communication process with the effects of the two-way process in terms of generation of feelings and attitudes (dissatisfaction, frustration, etc.). Include in this comparison, the effect on both the Source and the Receiver.

CHART 8

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	TIME REQUIRED	SOURCE'S CONFIDENCE SCORE	RECEIVER'S CONFIDENCE SCORE	ACTUAL SCORE
ONE-WAY COMMUNICATION	5 MIN.	5.0	3.25	2.37
TWO-WAY COMMUNICATION	14 MIN.	4.0	4.34	4.19
DIFFERENCE	9 MIN.	1.0	0.89	1.82

Dr. Ben Harris states that results like those shown in the above table support several generalizations. They are as follows:

1. Feedback takes more time than no-feedback.

2. Feedback increases the accuracy with which a message is received.

3. Feedback increases the communicator's confidence in the accuracy of his communication. This is not always the case, however. There may be times when-numerous questions raised at what he thinks are clear instructions shake the communicator's confidence.

4. Feedback increases the receiver's confidence in the accuracy of his comprehension. There is less frustration and hostility with feedback.

5. Both communicator and receiver overestimate the accuracy of the communication, but the receivers are closer to actual results.

CHART 9

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Questions for Possible Use

During the Discussion

1. Is the one-way communication process more efficient than the two-way process? Why or why not?
2. Read the statement on Chart 11. How do you feel toward the statement? From your experience in the last exercise, give two reasons why you think the flow of information from administrator to teacher is mainly one-way. What effect does this have within the school situation. What is the nature of the conditions existing in your own school situation?
3. Read the statement in Chart 12. How does this statement affect you? Do you feel that there is any cause and effect relationship between the statements made in Chart 11 and the statement made in Chart 12. If so, what are these cause and effect relationships? What is the nature of the conditions existing in your own school situation?
4. If the goal of an on-going staff development program is to improve the interaction in the classroom; what importance do administrative staff communication practices play in staff development? What is the principal's responsibility in this process?
5. Read the statement made in Chart 13. Do you agree with this statement? Why or why not?
6. Consider your own day-to-day administrator-staff communication practices. Are they predominantly one-way or two-way in nature? In this consideration you might think of the following:
    a. Use of staff memos to provide information.
    b. The structure of staff meetings.
    c. Your accessibility to the staff. (Your perception

CHART 10

of this, and the staff's perception.)

d. The staff's willingness to provide feedback to you. (Your perception of this, and their perception.)

e. The use of intercom system in the school.

f. The staff's accessibility to you. (Your perception of this, and their perception.)

g. The willingness of the staff to give feedback to each other.

From your discussion of the above factors, determine whether the nature of the administrative staff communication process in your school situation is predominantly one-way or two-way.

7. Look at your list that you developed earlier pertaining to the causes for communication breakdown. Examine your list again. Do you have any changes to make in it? Read the statement made in Chart 14. Do you agree with it? What does it mean? On your list which items have you marked as the "most significant?" cause for communication breakdowns? Do you still feel that this is the most significant cause?

8. Discuss three steps which you could take to improve the administrative-staff communication process in your school situation.

Teacher-student communication. Classroom communication is characterized by a captive audience of receivers, a rather static environment for communication, and messages of a primarily informative nature. The teacher is perceived in most instances by the students and by himself as the source of communication. The flow of communication is primarily teacher to student. Flanders found that in elementary or secondary classroom someone is talking approximately two-thirds of the time. More than 70 percent of the time, the one talking is the teacher. The teacher talks more than all the students combined. Communication in most classrooms tends to be one-way in nature. Feedback and an open flow of communication from students is regarded with apprehension by many teachers. The one-way flow of communication that dominates classrooms indirectly teaches the students that feedback and open two-way communication may not be desirable goals.

(The statement presented above was extracted from a monograph written by Everett Rogers and Lynne Svenning. The title of the monograph is Managing Change, and was produced by Operation PEP.)

CHART 11

Teacher-administration communication. Messages flow primarily from administrators to teachers in written rather than in oral form. The memo is the accepted way to communicate with the operational level below. The messages that flow from the administration to teachers tend to be directive rather than informational or motivational in nature. The communication relationship between teachers and administrators is a tenuous one. It may well be that insecurity keeps teachers from discussing problems of the classroom with those higher in rank. This failure in communication between teacher and administrator soon puts the administrator out of touch with the educational process in the classroom.

(The statement presented above was extracted from a monograph written by Everett Rogers and Lynne Svenning. The title of the monograph is Managing Change, and was produced by Operation PEP.)

A leader needs to be concerned with the quality of staff communication, for it is a key to working relationships and to staff performance. Normally the leader must himself take the responsibility to initiate and to try to involve others in the process of improving communication. A staff group generally looks to the leader for signals. If he himself expends the time and energy necessary to maintain effective communication, others will follow his example.

CHART 13

THE MOST SIGNIFICANT BARRIERS TO UNDERSTANDING AMONG PERSONS ARE NOT WORD USAGE, GRAMMATICAL FORM OR LACK OF VERBAL FACILITY, BUT EMOTIONAL AND SOCIAL CONSIDERATIONS.

(The statement made above was extracted from Handbook of Staff Development and Human Relations Training written by Donald Nylen, et. al.)

CHART 14

Suggested Readings

Hall, Edward T. Silent Language. Garden City, L. I.: Doubleday, 1959. & Greenwich, Connecticut: Fawcett, 1959.

NTL Institute for Applied Behavioral Science. Reading Book: Laboratories in Human Relations Training. (Revised 1969) National Education Association, 1201 Sixteenth Street, N. W., Washington, D. C. 20036.

Nylen, D., Mitchel, J. R., and A. Stout. Handbook of Staff Development and Human Relations Training. Washington, D. C.: NTL, NEA.

Harris, Ben M., and Wailand Bessent. In-Service Education: A Guide to Better Practice. Englewood Cliffs, New Jersey: Prentice Hall. 1969.

CHART 15

Suggested Activities

1. Take some school bulletins and analyze the contents for items that require feedback for understanding.
2. Analyze some of your future staff bulletins through the use of the Staff Communication Analysis Chart (TAB 1) to determine whether one-way or two-way communication is prevalent.
3. Utilize the questionnaires included in the module (TABS 2 and 3) to obtain your staff's perception of the nature of your communication behavior in your school. Use the data obtained from the questionnaires to construct a Goal Analysis Worksheet.
4. Adapt the One-Way and Two-Way Communication Exercise (TAB 4), in this module, to be used in a school staff meeting. One suggestion for such a use of the exercise is as follows:
    a. Reproduce enough copies of the exercise for half the number of your staff.
    b. Divide your staff into groups of twos and have the groups go off by themselves until they have finished the exercise.
    c. When all the staff have returned, initiate a discussion pertaining to the exercise experiences.
    d. Discuss the advantages of two-way communication.
    e. For additional information concerning suggestions, refer to the Handbook for Staff Development and Human Relations Training (See Chart 15) on pages 126-131; and in In-Service Education: A Guide to Better Practice (See Chart 15) pages 202-212.

CHART 16

5. Use the Map Communication Experiment in the module (TAB 5) in a school staff meeting to illustrate the effect of assumptions, inferences, and individual needs in communications. The following procedure is recommended:

   a. Distribute the instruction sheet (TAB 5) and the map (TAB 5) to each staff member.

   b. Instruct the staff not to talk to each other during this exercise.

   c. Read the instructions at the top of the instruction sheet aloud.

   d. Inform the staff that you will keep track of time required. Ask each to signal when completed.

   e. When all have finished, using pre-boarded reproduction of map, record the final locations of each individual.

   f. Discuss experiment. Ask questions in area, "What were the problems here?" "What made it so difficult?"

6. Utilize the Communication Story Exercise in the module (TAB 6) in a school staff meeting to illustrate some of the dynamics of oral communication. The following procedure is recommended:

   a. Select five (5) staff members to participate. Ask them to wait outside the room.

   b. Distribute stories (TAB 6) and worksheets (TAB 6) to remainder of group who will serve as active observers.

   c. Instruct observers that you will call in one participant, read him the story, then he will retell the story to the second participant, who will retell it to the third, etc. The fifth participant will retell the story to you.

d. While the story is being retold by each of the participants, the observers should listen carefully and check in the space provided in the worksheet, each "bit" of information that is related.

e. In addition the observers should note any embellishments, distortions, or changes in each retelling.

f. Give no general briefing to the participants, other than that they will take part in an experiment.

g. Call in the number one person. Inform him that you will tell him a story. Ask him to listen carefully, because after you finish, you will ask him to repeat these instructions and the story to the next person. You should read the story from the sheet, including the title.

h. Call in the number two person and after he has heard the story call in the number three person and have number two person retell the story. Repeat the process with number three, four, and five persons. Have number five person tell the story to you.

i. Ask observers to take a few minutes to total the "bits" checked in each of the five stories.

j. Have observers tally the columns and obtain a general range of scores for each participant.

k. Distribute copies of story to participants. Ask the participants to report on what kinds of problems they were aware of in doing this exercise.

l. Discuss the relation of this experiment to the degree of loss and distortion that takes place when information is communicated orally through several persons.

7. Put into operation the Triangle Design Communication Workshop in the module (TAB 7) in a school staff meeting to develop an awareness and acceptance of the need for communication and an understanding that communication is a people problem as well as an organizational structure problem.

   a. Prepare Triangle Chart (TAB 7).

   b. Place tape recorders in each group room.

   c. Divide staff into groups of five or six persons.

   d. Assign groups to rooms.

   e. Distribute instructions to staff (TAB 7).

   f. After staff has read instructions, show chart for five seconds.

   g. Then send groups to their assigned rooms.

   h. After 15 minutes, call staff back to main room.

   i. Discuss group process: resolving differences, decision making, barriers to effective communications.

   j. Have groups play back tapes and analyze process.

TAKE OUT COPY OF SUGGESTED ACTIVITIES FROM THIS SECTION AND EXERCISE SHEETS FROM EACH TAB SECTION FOR YOUR FUTURE USE IN YOUR SCHOOL.

Third Copy

STAFF DEVELOPMENT:

THE HELPER - HELPEE RELATIONSHIP

(PART 1)

These Audio Modular Instructional Materials
Have Been Developed Under The Joint Direction Of

Roger H. Peck

Department of Administration and Supervision
Southern Connecticut State College

and

George Bryniawsky

Arthur W. Eve

Center for Leadership and Administration
School of Education
University of Massachusetts

CONTENTS

INTRODUCTION

Purpose of Audio Modular Instruction 3

Description of Module 3

Prerequisite 4

Time Required 4

Materials and Resources Required 5

INSTRUCTIONS TO THE PARTICIPANT 6

CHARTS

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(NOTE: THIS MODULAR PRESENTATION REQUIRES THE PARTICIPATION OF THREE INDIVIDUALS THROUGHOUT THE PRESENTATION.)

INTRODUCTION

PURPOSE OF AUDIO MODULAR INSTRUCTION

This instruction is directed toward school principals, assistant principals, and other school personnel involved in the general area of staff development. It is designed to stimulate those staff leaders to carefully scrutinize the communication behavior which they have established with the staff; and to initiate actions and leadership behaviors which will assist staff members in becoming less dependent upon the staff leaders.

DESCRIPTION OF THE MODULE

This module reviews the major desired outcomes which should result from the Helper-Helpee relationship, and then focuses upon some of the behaviors which the staff leader must display in the Helper-Helpee relationship in order to produce these desired outcomes. The participants will have an opportunity to become involved in two exercises within this module. This will allow for an assessment and refinement of his/her leadership skills in the helping relationship, specifically in reference to the proper initial response in a conference setting.

Upon completion of this module, the participant should be able to:

1. Describe three major desired outcomes of the Helper-Helpee relationship.

2. Describe six behaviors the Helper must display in order to produce these major desired outcomes of the Helper-Helpee relationship.

3. From observing a teacher-administrator conference in which the teacher is seeking help to a problem, identify and describe the behaviors displayed by the administrator which will help, and those that will hinder in the production of the desired outcomes of the Helper-Helpee relationship.

4. In the role of a staff leader, participate in a conference with a teacher the result of which produces movement toward the desired outcomes of the Helper-Helpee relationship.

5. Identify the differences and similarities existing between the "game" and a Helper-Helpee relationship.

PREREQUISITE

None.

TIME REQUIRED

Approximately 30 minutes.

MATERIALS AND RESOURCES REQUIRED

1. Audio Instruction two track magnetic cassette tape, recorded at a speed of 1-7/8 inches per second. The tape for "Staff Development: The Helper-Helpee Relationship (Part 1)" is enclosed in the plastic pocket in back of the Guidebook.

2. An Audio Cassette tape recorder.

3. This Audio-Instruction Module Guidebook, plus two extra copies in the front and back pockets of the notebook binder cover.

4. A pencil for each participant and several sheets of paper.

5. Three persons to participate in the module. In addition to the administrator these persons could include other administrators, secretaries, teachers, spouses, students and/or other friends.

INSTRUCTIONS TO THE PARTICIPANTS

You will derive the greatest benefit from this instructional module by observing the following suggestions:

1. Take the module where you will not be interrupted, and give it your complete attention.
2. Set aside sufficient time (approximately 30 minutes) so that you can follow the instruction through to its conclusion.

THE INSTRUCTION STARTS ON THE TAPE. The instructor will refer to and explain the information given in the Guidebook. This information appears in the form of Charts - diagrams, text, etc.. This module is reusable, since it is not necessary for you to mark on the Charts or otherwise enter information in the Guidebook. Review questions should be answered on a separate sheet of paper.

Any comments, criticisms, or suggestions as to how this instruction could be improved will be welcomed. Address:

George Bryniawsky
Center for Leadership and Administration
School of Education
University of Massachusetts
Amherst, Massachusetts 01002

or

Roger H. Peck
Department of Administration and Supervision
Southern Connecticut State College

YOU SHOULD NOW BE READY TO PARTICIPATE IN THE MODULE.

PLEASE TURN TO NEXT PAGE (CHART 1) AND START TAPE.

THE ROLE OF THE ADMINISTRATOR IS CHANGING

1. TECHNOLOGICAL CHANGES.

2. INNOVATIONS IN EDUCATION.

3. NEW KNOWLEDGE AND MATERIALS.

4. INTEREST EXPRESSED BY CITIZENS AND PARENTS IN EDUCATION.

5. EDUCATIONAL FINANCIAL ACCOUNTABILITY.

6. STUDENT INVOLVEMENT IN DECIDING SCHOOL PROGRAMS AND CURRICULUM.

7. TEACHER INVOLVEMENT IN DECISION MAKING.

CHART 1

In reference to GROWING PEOPLE, Carl Rogers says that the school administrator should be " AN INDIVIDUAL WHO CAN LISTEN, UNDERSTAND, ACCEPT, CLARIFY AND COMMUNICATE."

CHART 2

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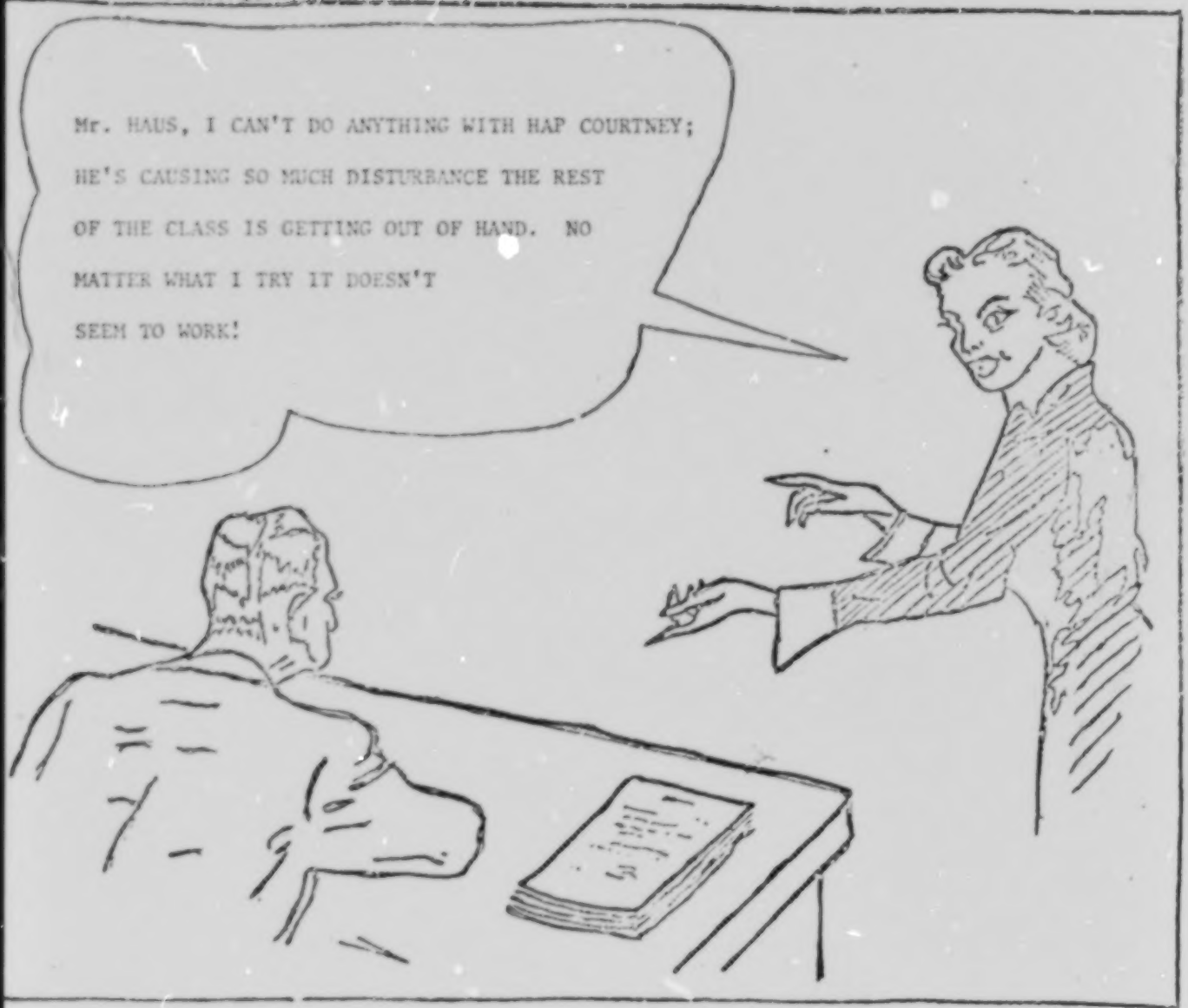
Mr. HAUS, I CAN'T DO ANYTHING WITH HAP COURTNEY; HE'S CAUSING SO MUCH DISTURBANCE THE REST OF THE CLASS IS GETTING OUT OF HAND. NO MATTER WHAT I TRY IT DOESN'T SEEM TO WORK!

CHART 3

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CHART 4

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DIRECTIONS FOR EXERCISE

EXERCISE #1

1. Read the directions through completely before beginning the exercise.

2. Turn back to Chart 3 and read over Mrs. Starr's statement to Mr. Haus. After you have studied Mrs. Starr's statement, turn to Chart 4.

3. Each individual participant in the group is to take the role of Mr. Haus. With Chart 4 in front of you, each person in the group is to write down on a separate sheet of scratch paper the response he/she (playing the role of Mr. Haus) would make to Mrs. Starr. (Write down on the paper the exact words you would say to Mrs. Starr.) DO NOT WRITE IN THE MODULAR GUIDEBOOK.

4. After you have finished these responses, set the written responses aside for the time being. Do not show each other your responses yet; and do not discuss them at this time. You will have the opportunity to exchange your ideas on these responses later in this presentation.

5. After all of the persons in the group have finished writing the responses, turn the tape recorder on again to continue the presentation.

CHART 5

"THE GAME"

CHART 6

SIMILARITIES IN THE HELPING RELATIONSHIP AND THE "GAME"

I. INDIVIDUAL'S CONCEPTION OF UNIQUENESS OF HIS/HER PROBLEM

II. SKEPTICISM REGARDING TRUSTWORTHINESS OF THE HELPING PERSON

III. INDIVIDUAL'S NEED FOR RECOGNITION

IV. INDIVIDUAL IS SEEKING HELP

CHART 7

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HELPER/HELPEE RELATIONSHIP

The helper/helpee relationship is one in which one of the participants intends that there should come about, in one or both parties, a more functional use of the latent inner resources of the individual.

CHART 8

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HELPER/HELPEE RELATIONSHIP	VS.	"WHY DON'T YOU" "YES, BUT" GAME

PROBLEM DELINEATION------ VS.----------ADVICE GIVING

TOTAL COMMITMENT--------- VS.----------INSENSITIVITY

LISTENING---------------- VS.----------IMPATIENT HEARING

CHART 9

FIRST SET OF BASIC ASSUMPTIONS CONCERNING

THE HELPER/HELPEE RELATIONSHIP

The Major Desired Outcomes of the Helper/Helpee Relationship are:

1. THE HELPEE BECOMES MORE AUTONOMOUS (more independent of the Helper)

2. THE HELPEE ACCEPTS THE PROBLEM AS HIS/HER OWN

3. THE HELPEE DEVELOPS A MORE FUNCTIONAL USE OF HIS/HER LATENT INNER RESOURCES (more able to use these resources in solving the present and future problems)

CHART 10

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CHART 11

SECOND SET OF BASIC ASSUMPTIONS CONCERNING

THE HELPER/HELPEE RELATIONSHIP

In Order to Produce the Major Desired Outcomes of the Helper/Helpee Relationship (as presented in Chart 10), the Helper must display such behaviors as the following:

1. LISTENING RATHER THAN TELLING

2. CLARIFYING RATHER THAN GIVING ADVICE

3. GETTING THE HELPEE TO SAY MORE CLEARLY WHAT HE (the Helpee) MEANS

4. TRYING TO UNDERSTAND WHAT THE HELPEE IS SAYING RATHER THAN ASSUMING HE (the Helper) ALREADY KNOWS

5. DOING AND SAYING THINGS THAT MAKE THE HELPEE FEEL MORE AT EASE

6. REFRAINING FROM MAKING JUDGMENTAL OR EVALUATIVE STATEMENTS

CHART 12

BEST COPY AVAILABLE

DIRECTIONS FOR EXERCISE

EXERCISE #2

1. Read the directions through completely before beginning the exercise.

2. Glance back at Chart 3 and read over Mrs. Starr's statement again. Then turn to Chart 4.

3. Each individual participant in the group is to take the role of Mr. Haus. With Chart 4 in front of you, each person in the group is to write down on a separate sheet of scratch paper the response he/she would make to Mrs. Starr. (Write down on the paper the exact words you would say to Mrs. Starr.) DO NOT WRITE IN THE MODULAR GUIDEBOOK.

4. After the members of the group have finished writing down their responses, compare these responses among the members of the group; and, compare the responses made for Exercise #1 with the responses made during the present exercise. Have any of the members changed their responses from the first exercise? If so, why? What would be the "tone" of the Haus-Starr conference if your responses were made by Mr. Haus? What would be the outcome of the conference?

5. After you have finished the exercise, turn on the recorder and continue on with the modular presentation.

CHART 13

STAFF DEVELOPMENT:

THE HELPER - HELPEE RELATIONSHIP

(PART II)

These Audio Modular Instructional Materials

have been developed under the joint direction of:

George Bryniawsky

Arthur W. Eve

Center for Leadership and Administration

School of Education

University of Massachusetts

and

Roger H. Peck

Department of Administration and Supervision

Southern Connecticut State College

CONTENTS

INTRODUCTION

Purpose of Audio Modular Instruction 3

Description of Module 3

Prerequisite 4

Time Required 4

Materials and Resources Required 5

INSTRUCTIONS TO THE PARTICIPANT 6

CHARTS

BEST COPY AVAILABLE

INTRODUCTION

PURPOSE OF AUDIO MODULAR INSTRUCTION

This instruction is directed toward school principals, assistant principals, and other school personnel involved in the general area of staff development. It is designed to stimulate those staff leaders to carefully scrutinize the communication behavior which they have established with the staff; and to initiate actions and leadership behaviors which will assist staff members in becoming less dependent upon the staff leaders.

DESCRIPTION OF THE MODULE

This module reviews the major desired outcomes which should result from the Helper-Helpee relationship, and then focuses upon some of the behaviors which the staff leader must display in the Helper-Helpee relationship in order to produce these desired outcomes. Part 1 of this Audio Modular Instructional Unit dealt with the initial response factor. In this shorter Part II, the participant will be involved in one exercise which will re-enforce the skills necessary for a helping relationship to exist.

Upon completion of this module, the participant should be able to:

1. Identify the major commonalities found in individuals seeking help.

2. Identify the most common barriers present which prevent individuals from accepting help.

3. Describe the effects "advice giving" has on a potential helping relationship.

4. Distinguish between the listening skills necessary for a successful helping relationship and the listening habits normally developed by individuals.

5. Identify basic techniques which can be implemented to assist administrators establish an effective helping relationship.

PREREQUISITE

The participant should have completed the Part 1 of this module before beginning this part.

TIME REQUIRED

Approximately 20 minutes.

BEST COPY AVAILABLE

MATERIALS AND RESOURCES REQUIRED

1. Audio Instruction two track magnetic cassette tape, recorded at a speed of 1-7/8 inches per second. The tape for "Staff Development: The Helper-Helpee Relationship (Part 11)" is enclosed in the plastic pocket in back of the Guidebook.

2. An Audio Cassette tape recorder.

3. This Audio-Instruction Module Guidebook, plus two extra copies in the front and back pockets of the notebook binder cover.

4. A pencil for each participant and several sheets of paper.

5. Three persons to participate in the module. In addition to the administrator these persons could include other administrators, secretaries, teachers, spouses, students and/or other friends.

INSTRUCTIONS TO THE PARTICIPANTS

You will derive the greatest benefit from this instructional module by observing the following suggestion:

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Southern Connecticut State College

YOU SHOULD NOW BE READY TO PARTICIPATE IN THE MODULE.

PLEASE TURN TO NEXT PAGE (CHART 1) AND START TAPE.

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SIMILARITIES IN THE HELPING RELATIONSHIP AND THE "GAME"

I. INDIVIDUAL'S CONCEPTION OF UNIQUENESS OF HIS/HER PROBLEM

II. SKEPTICISM REGARDING TRUSTWORTHINESS OF THE HELPING PERSON

III. INDIVIDUAL'S NEED FOR RECOGNITION

IV. INDIVIDUAL IS SEEKING HELP

HELPER/HELPEE RELATIONSHIP	VS	"WHY DON'T YOU" "YES, BUT" GAME
PROBLEM DELINEATION------	VS.	----------ADVICE GIVING
TOTAL COMMITMENT---------	VS.	----------INSENSITIVITY
LISTENING----------	VS.	----------IMPATIENT HEARING

CHART 1

TECHNIQUES FOR IMPROVING THE

ADMINISTRATOR-TEACHER CONFERENCE

-ESTABLISH A NEED FOR CHANGE

-ALLEVIATE POINTS OF STRESS

-ALTER THE ENVIRONMENT

-ESTABLISH AN ATMOSPHERE OF TRUST

CHART 2

A REVIEW OF THE BASIC ASSUMPTIONS

A. The Major Desired Outcomes of the Helper-Helpee Relationship are:

1. THE HELPEE BECOMES MORE AUTONOMOUS (more independent of the Helper)
2. THE HELPEE ACCEPTS THE PROBLEM AS HIS/HER OWN
3. THE HELPEE DEVELOPS A MORE FUNCTIONAL USE OF HIS/HER LATENT INNER RESOURCES (more able to use these resources in solving the present and future problems)

B. In order to Produce the Major Desired Outcomes of the Helper-Helpee Relationship, the Helper must display such behaviors as the following:

1. LISTENING RATHER THAN TELLING
2. CLARIFYING RATHER THAN GIVING ADVICE
3. GETTING THE HELPEE TO SAY MORE CLEARLY WHAT HE (the Helpee) MEANS
4. TRYING TO UNDERSTAND WHAT THE HELPEE IS SAYING RATHER THAN ASSUMING HE (the Helper) ALREADY KNOWS
5. DOING AND SAYING THINGS THAT MAKE THE HELPEE FEEL MORE AT EASE
6. REFRAINING FROM MAKING JUDGMENTAL OR EVALUATIVE STATEMENTS

CHART 3

SUGGESTIONS ON HOW THE HELPER CAN ASSIST THE

HELPEE IN CLARIFYING HIS PROBLEM

The Helper can Assist the Helpee Clarify His Problem by Looking at:

1. HOW CLEAR IS IT?

2. IS IT SEVERAL PROBLEMS OR ONE?

3. WHAT DO YOU WANT TO BE DIFFERENT?

4. PROBE FOR MORE INFORMATION WITH QUESTIONS, LIKE "WHAT HAPPENS WHEN...?

5. IS IT STATED IN TERMS OF A GRIPE OR A GOAL?

6. WHAT IS THE GOAL?

CHART 4

DIRECTIONS FOR EXERCISE

EXERCISE #1

(FIRST SCAN THE DIRECTIONS BELOW, BUT DON'T START THE EXERCISE UNTIL YOU HAVE LISTENED TO THE PROGRAM TAPE AGAIN FOR FURTHER CLARIFICATION OF THE DIRECTIONS.)

1. This is a communication exercise, focusing on speaking precisely and listening carefully. The objectives of the exercise are:

   a. To stimulate the participants to listen carefully to others in order to improve their comprehension of what was said.

   b. To stimulate participants to speak more precisely.

   c. To further the understanding of the complexity of and difficulties involved in communication.

2. For this exercise, two of the participants are to sit in chairs face-to-face. The present exercise requires the use of an observer or monitor.

3. Select a topic about which the two persons, sitting face-to-face have very strong opinions. Each of these persons is to take opposing sides to the issues. (The exercise works best if you choose aspects that involve your own personal values and points of view.)

4. Begin your discussion of the topic. The rule you are to follow in discussion is as follows:

   THE LISTENER CAN SPEAK UP FOR HIMSELF ONLY AFTER HE HAS FIRST RESTATED THE IDEAS AND FEELINGS OF THE PREVIOUS SPEAKER ACCURATELY, AND TO THAT SPEAKER'S SATISFACTION.

In other words each of you is to recapitulate to the other's satisfaction what the speaker has said before the listener may reply.

CHART 5 (continued on next page)

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5. The monitor is to listen carefully and to check periodically as to whether a speaker has been satisfied with the recapitulation given by the listener. He is there to provide a third, more objective opinion.

6. Either the listener or the monitor should not hesitate to ask the speaker to stop when he feels he cannot remember anymore - part of the exercise is to place the responsibility for understanding on the listener.

7. Continue your discussion until you are satisfied that you are clear about some of the problems involved in this form of a discussion, and have been able to resolve these difficulties.

8. When the discussion of the topic is terminated, have a brief exchange of ideas on your experience with this form of dialogue. As you listen, keep the following questions in mind:

    a. Questions concerning the Speaker:

        1. Does the speaker organize his thoughts before speaking?

        2. Does the speaker try to include too many ideas, often unrelated, in his statement making comprehension difficult?

        3. Does the speaker answer the points made by the previous speaker; thereby, actually responding to what has been said?

    b. Questions concerning the Listener:

        1. Does the listener give undivided attention?

        2. Does the listener think about his answers, instead of paying full attention?

        3. Does the listener tend to listen for details rather than the essential message?

9. From your discussion of the exercise, write down your conclusions as to the kinds of problems which make it difficult for two people to understand each other in a conversation.

CHART 5 (continued on next page)

(Directions for Exercise # 1, continued)

(BEFORE YOU RE-READ THE DIRECTIONS FOR THIS EXERCISE, TURN THE RECORDER ON AGAIN FOR FURTHER CLARIFICATION OF THESE DIRECTIONS.)

TURN THE RECORDER ON NOW

10. When you have completed the exercise, continue on with the modular presentation.

CHART 5

SUGGESTED READINGS

Berne, Eric. Games People Play. New York: Grove Press Inc., 1964.

Hall, Edward T. Silent Language. Garden City, L.I.: Doubleday, 1959. & Greenwich, Connecticut: Fawcett, 1959.

Harris, Ben M., and Wailand Bessent. In-Service Education: A Guide to Better Practice. Englewood Cliffs, New Jersey: Prentice Hall, 1969.

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NTL Institute for Applied Behavioral Science. Reading Book: Laboratories in Human Relations Training. (Revised 1969) National Education Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036.

Nylen, D., Mitchel, J. R., and A. Stout. Handbook of Staff Development and Human Relations Training. Washington, D.C.: NTL, NEA, 1967.

Rogers, Carl R. Freedom to Learn. Columbus: Charles E. Merril Publishing Company, 1969.

Rogers, Carl R. On Becoming a Person. Boston: Houghton Mifflin Company, Riverside Press, 1961.

Schein, Edgar H. Organizational Psychology. Englewood Cliffs, New Jersey: Prentice Hall, Inc., 1965.

CHART 6

SUGGESTED ACTIVITIES

1. Adapt the Listening exercise (Exercise #1) used in this module, for use in a school staff meeting. Suggestions for such a use of the exercise are presented in the Handbook for Staff Development and Human Relations Training (see Suggested Readings) on pages 119-120.

2. Construct role-playing situations in which the administration, teachers and students participate. Utilize these role-playing situations as part of the staff development program for your school.

3. Make it a practice to restate what other persons have said to you before you express your opinions on the issues at hand.

4. Record some of your administrator-teacher conferences on audio tape, and have the concerned teachers and yourself critique these conferences together.

CHART 7

STAFF DEVELOPMENT:

THE HELPER - HELPEE RELATIONSHIP

(PART 1)

These Audio Modular Instructional Materials
Have Been Developed Under The Joint Direction Of

Roger H. Peck

Department of Administration and Supervision
Southern Connecticut State College

and

George Bryniawsky

Arthur W. Eve

Center for Leadership and Administration
School of Education
University of Massachusetts

CONTENTS

INTRODUCTION

Purpose of Audio Modular Instruction 3

Description of Module 3

Prerequisite 4

Time Required 4

Materials and Resources Required 5

INSTRUCTIONS TO THE PARTICIPANT 6

CHARTS

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(NOTE: THIS MODULAR PRESENTATION REQUIRES THE PARTICIPATION OF THREE INDIVIDUALS THROUGHOUT THE PRESENTATION.)

INTRODUCTION

PURPOSE OF AUDIO MODULAR INSTRUCTION

This instruction is directed toward school principals, assistant principals, and other school personnel involved in the general area of staff development. It is designed to stimulate those staff leaders to carefully scrutinize the communication behavior which they have established with the staff; and to initiate actions and leadership behaviors which will assist staff members in becoming less dependent upon the staff leaders.

DESCRIPTION OF THE MODULE

This module reviews the major desired outcomes which should result from the Helper-Helpee relationship, and then focuses upon some of the behaviors which the staff leader must display in the Helper-Helpee relationship in order to produce these desired outcomes. The participants will have an opportunity to become involved in two exercises within this module. This will allow for an assessment and refinement of his/her leadership skills in the helping relationship, specifically in reference to the proper initial response in a conference setting.

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Upon completion of this module, the participant should be able to:

1. Describe three major desired outcomes of the Helper-Helpee relationship.

2. Describe six behaviors the Helper must display in order to produce these major desired outcomes of the Helper-Helpee relationship.

3. From observing a teacher-administrator conference in which the teacher is seeking help to a problem, identify and describe the behaviors displayed by the administrator which will help, and those that will hinder in the production of the desired outcomes of the Helper-Helpee relationship.

4. In the role of a staff leader, participate in a conference with a teacher the result of which produces movement toward the desired outcomes of the Helper-Helpee relationship.

5. Identify the differences and similarities existing between the "game" and a Helper-Helpee relationship.

PREREQUISITE

None.

TIME REQUIRED

Approximately 30 minutes.

MATERIALS AND RESOURCES REQUIRED

1. Audio Instruction two track magnetic cassette tape, recorded at a speed of 1-7/8 inches per second. The tape for "Staff Development: The Helper-Helpee Relationship (Part 1)" is enclosed in the plastic pocket in back of the Guidebook.

2. An Audio Cassette tape recorder.

3. This Audio-Instruction Module Guidebook, plus two extra copies in the front and back pockets of the notebook binder cover.

4. A pencil for each participant and several sheets of paper.

5. Three persons to participate in the module. In addition to the administrator these persons could include other administrators, secretaries, teachers, spouses, students and/or other friends.

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INSTRUCTIONS TO THE PARTICIPANTS

You will derive the greatest benefit from this instructional module by observing the following suggestions:

1. Take the module where you will not be interrupted, and give it your complete attention.
2. Set aside sufficient time (approximately 30 minutes) so that you can follow the instruction through to its conclusion.

THE INSTRUCTION STARTS ON THE TAPE. The instructor will refer to and explain the information given in the Guidebook. This information appears in the form of Charts - diagrams, text, etc.. This module is reusable, since it is not necessary for you to mark on the Charts or otherwise enter information in the Guidebook. Review questions should be answered on a separate sheet of paper.

Any comments, criticisms, or suggestions as to how this instruction could be improved will be welcomed. Address:

George Bryniawsky
Center for Leadership and Administration
School of Education
University of Massachusetts
Amherst, Massachusetts 01002

or

Roger H. Peck
Department of Administration and Supervision
Southern Connecticut State College

YOU SHOULD NOW BE READY TO PARTICIPATE IN THE MODULE.

PLEASE TURN TO NEXT PAGE (CHART 1) AND START TAPE.

THE ROLE OF THE ADMINISTRATOR IS CHANGING

1. TECHNOLOGICAL CHANGES.

2. INNOVATIONS IN EDUCATION.

3. NEW KNOWLEDGE AND MATERIALS.

4. INTEREST EXPRESSED BY CITIZENS AND PARENTS IN EDUCATION.

5. EDUCATIONAL FINANCIAL ACCOUNTABILITY.

6. STUDENT INVOLVEMENT IN DECIDING SCHOOL PROGRAMS AND CURRICULUM.

7. TEACHER INVOLVEMENT IN DECISION MAKING..

CHART 1

In reference to GROWING PEOPLE, Carl Rogers says that the school administrator should be " AN INDIVIDUAL WHO CAN LISTEN, UNDERSTAND, ACCEPT, CLARIFY AND COMMUNICATE."

CHART 2

354

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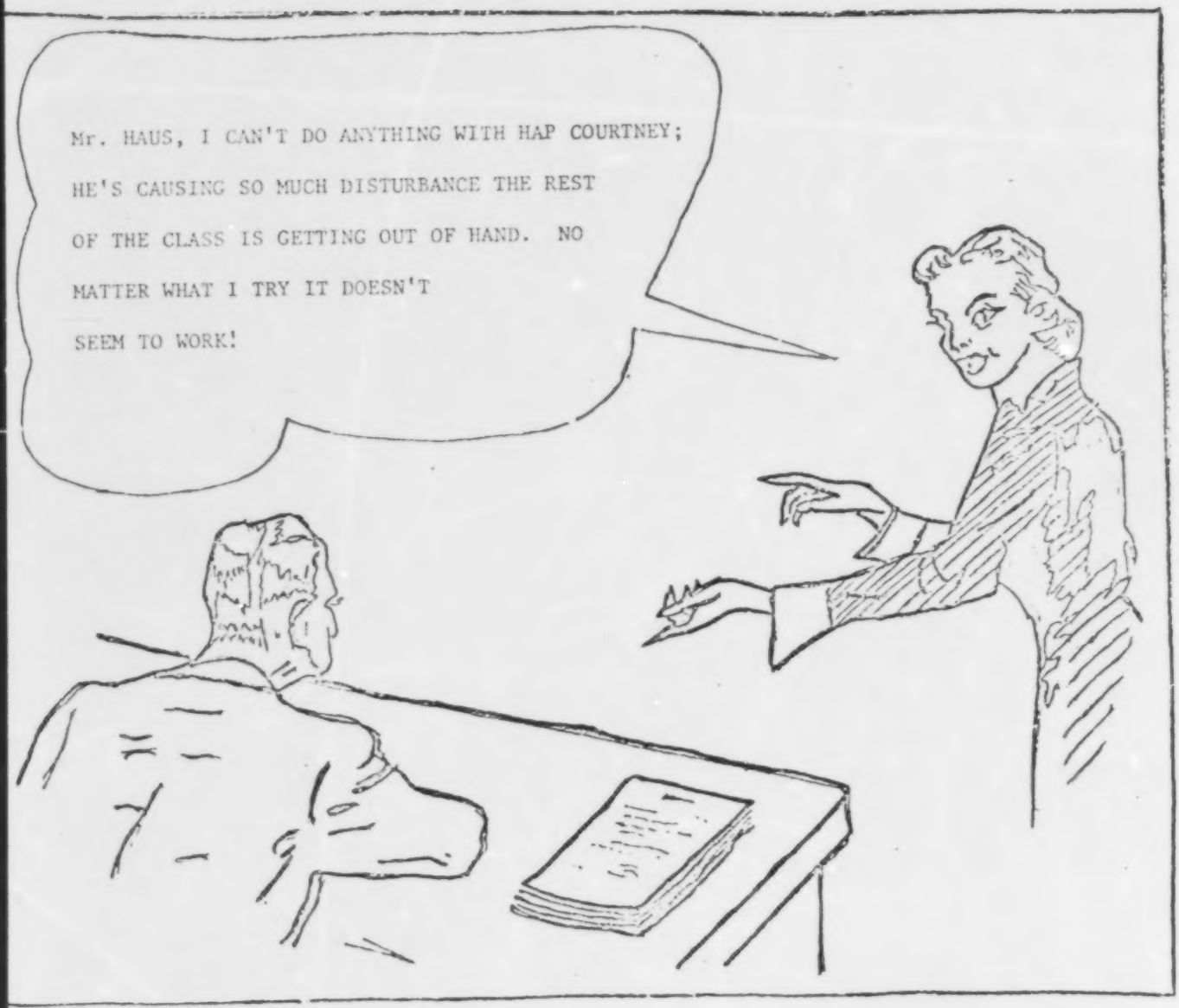
Mr. HAUS, I CAN'T DO ANYTHING WITH HAP COURTNEY; HE'S CAUSING SO MUCH DISTURBANCE THE REST OF THE CLASS IS GETTING OUT OF HAND. NO MATTER WHAT I TRY IT DOESN'T SEEM TO WORK!

CHART 3

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CHART 4

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DIRECTIONS FOR EXERCISE

EXERCISE #1

1. Read the directions through completely before beginning the exercise.

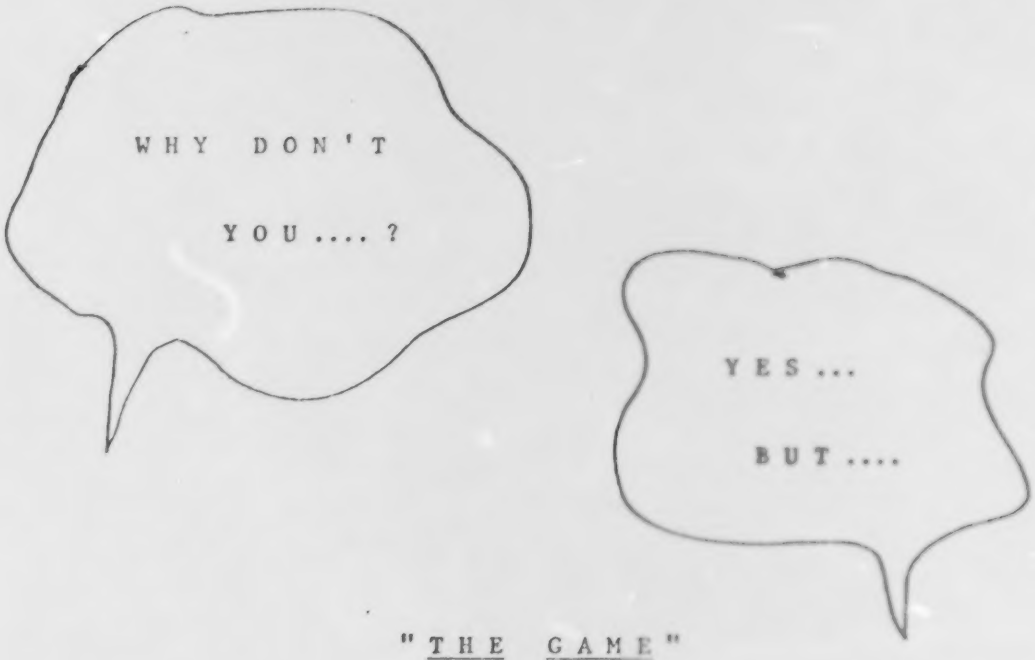
2. Turn back to Chart 3 and read over Mrs. Starr's statement to Mr. Haus. After you have studied Mrs. Starr's statement, turn to Chart 4.

3. Each individual participant in the group is to take the role of Mr. Haus. With Chart 4 in front of you, each person in the group is to write down on a separate sheet of scratch paper the response he/she (playing the role of Mr. Haus) would make to Mrs. Starr. (Write down on the paper the exact words you would say to Mrs. Starr.) DO NOT WRITE IN THE MODULAR GUIDEBOOK.

4. After you have finished these responses, set the written responses aside for the time being. Do not show each other your responses yet; and do not discuss them at this time. You will have the opportunity to exchange your ideas on these responses later in this presentation.

5. After all of the persons in the group have finished writing the responses, turn the tape recorder on again to continue the presentation.

CHART 5



"THE GAME"

CHART 6

SIMILARITIES IN THE HELPING RELATIONSHIP AND THE "GAME"

I. INDIVIDUAL'S CONCEPTION OF UNIQUENESS OF HIS/HER PROBLEM

II. SKEPTICISM REGARDING TRUSTWORTHINESS OF THE HELPING PERSON

III. INDIVIDUAL'S NEED FOR RECOGNITION

IV. INDIVIDUAL IS SEEKING HELP

CHART 7

HELPER/HELPEE RELATIONSHIP

The helper/helpee relationship is one in which one of the participants intends that there should come about, in one or both parties, a more functional use of the latent inner resources of the individual.

CHART 8

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HELPER/HELPEE RELATIONSHIP	VS.	"WHY DON'T YOU" "YES, BUT" GAME

PROBLEM DELINEATION------ VS.----------ADVICE GIVING

TOTAL COMMITMENT--------- VS.----------INSENSITIVITY

LISTENING---------------- VS.----------IMPATIENT HEARING

CHART 9

FIRST SET OF BASIC ASSUMPTIONS CONCERNING

THE HELPER/HELPEE RELATIONSHIP

The Major Desired Outcomes of the Helper/Helpee Relationship are:

1. THE HELPEE BECOMES MORE AUTONOMOUS (more independent of the Helper)

2. THE HELPEE ACCEPTS THE PROBLEM AS HIS/HER OWN

3. THE HELPEE DEVELOPS A MORE FUNCTIONAL USE OF HIS/HER LATENT INNER RESOURCES (more able to use these resources in solving the present and future problems)

CHART 10

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CHART 11

SECOND SET OF BASIC ASSUMPTIONS CONCERNING

THE HELPER/HELPEE RELATIONSHIP

In Order to Produce the Major Desired Outcomes of the Helper/Helpee Relationship (as presented in Chart 10), the Helper must display such behaviors as the following:

1. LISTENING RATHER THAN TELLING

2. CLARIFYING RATHER THAN GIVING ADVICE

3. GETTING THE HELPEE TO SAY MORE CLEARLY WHAT HE (the Helpee) MEANS

4. TRYING TO UNDERSTAND WHAT THE HELPEE IS SAYING RATHER THAN ASSUMING HE (the Helper) ALREADY KNOWS

5. DOING AND SAYING THINGS THAT MAKE THE HELPEE FEEL MORE AT EASE

6. REFRAINING FROM MAKING JUDGMENTAL OR EVALUATIVE STATEMENTS

CHART 12

DIRECTIONS FOR EXERCISE

EXERCISE #2

1. Read the directions through completely before beginning the exercise.

2. Glance back at Chart 3 and read over Mrs. Starr's statement again. Then turn to Chart 4.

3. Each individual participant in the group is to take the role of Mr. Haus. With Chart 4 in front of you, each person in the group is to write down on a separate sheet of scratch paper the response he/she would make to Mrs. Starr. (Write down on the paper the exact words you would say to Mrs. Starr.) DO NOT WRITE IN THE MODULAR GUIDEBOOK.

4. After the members of the group have finished writing down their responses, compare these responses among the members of the group; and, compare the responses made for Exercise #1 with the responses made during the present exercise. Have any of the members changed their responses from the first exercise? If so, why? What would be the "tone" of the Haus-Starr conference if your responses were made by Mr. Haus? What would be the outcome of the conference?

5. After you have finished the exercise, turn on the recorder and continue on with the modular presentation.

CHART 13

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STAFF DEVELOPMENT:

THE HELPER - HELPEE RELATIONSHIP

(PART 11)

These Audio Modular Instructional Materials

have been developed under the joint direction of:

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Arthur W. Eve

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CONTENTS

INTRODUCTION

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Description of Module 3

Prerequisite 4

Time Required 4

Materials and Resources Required 5

INSTRUCTIONS TO THE PARTICIPANT 6

CHARTS

BEST COPY AVAILABLE

INTRODUCTION

PURPOSE OF AUDIO MODULAR INSTRUCTION

This instruction is directed toward school principals, assistant principals, and other school personnel involved in the general area of staff development. It is designed to stimulate those staff leaders to carefully scrutinize the communication behavior which they have established with the staff; and to initiate actions and leadership behaviors which will assist staff members in becoming less dependent upon the staff leaders.

DESCRIPTION OF THE MODULE

This module reviews the major desired outcomes which should result from the Helper-Helpee relationship, and then focuses upon some of the behaviors which the staff leader must display in the Helper-Helpee relationship in order to produce these desired outcomes. Part 1 of this Audio Modular Instructional Unit dealt with the initial response factor. In this shorter Part 11, the participant will be involved in one exercise which will re-enforce the skills necessary for a helping relationship to exist.

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Upon completion of this module, the participant should be able to:

1. Identify the major commonalities found in individuals seeking help.

2. Identify the most common barriers present which prevent individuals from accepting help.

3. Describe the effects "advice giving" has on a potential helping relationship.

4. Distinguish between the listening skills necessary for a successful helping relationship and the listening habits normally developed by individuals.

5. Identify basic techniques which can be implemented to assist administrators establish an effective helping relationship.

PREREQUISITE

The participant should have completed the Part 1 of this module before beginning this part.

TIME REQUIRED

Approximately 20 minutes.

MATERIALS AND RESOURCES REQUIRED

1. Audio Instruction two track magnetic cassette tape, recorded at a speed of 1-7/8 inches per second. The tape for "Staff Development: The Helper-Helpee Relationship (Part II)" is enclosed in the plastic pocket in back of the Guidebook.

2. An Audio Cassette tape recorder.

3. This Audio-Instruction Module Guidebook, plus two extra copies in the front and back pockets of the notebook binder cover.

4. A pencil for each participant and several sheets of paper.

5. Three persons to participate in the module. In addition to the administrator these persons could include other administrators, secretaries, teachers, spouses, students and/or other friends.

INSTRUCTIONS TO THE PARTICIPANTS

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PLEASE TURN TO NEXT PAGE (CHART 1) AND START TAPE.

BEST COPY AVAILABLE

SIMILARITIES IN THE HELPING RELATIONSHIP AND THE "GAME"

I. INDIVIDUAL'S CONCEPTION OF UNIQUENESS OF HIS/HER PROBLEM

II. SKEPTICISM REGARDING TRUSTWORTHINESS OF THE HELPING PERSON

III. INDIVIDUAL'S NEED FOR RECOGNITION

IV. INDIVIDUAL IS SEEKING HELP

HELPER/HELPEE RELATIONSHIP	VS	"WHY DON'T YOU" "YES, BUT" GAME
PROBLEM DELINEATION------	VS.----------	ADVICE GIVING
TOTAL COMMITMENT---------	VS.----------	INSENSITIVITY
LISTENING----------------	VS.----------	IMPATIENT HEARING

CHART 1

TECHNIQUES FOR IMPROVING THE

ADMINISTRATOR-TEACHER CONFERENCE

-ESTABLISH A NEED FOR CHANGE

-ALLEVIATE POINTS OF STRESS

-ALTER THE ENVIRONMENT

-ESTABLISH AN ATMOSPHERE OF TRUST

CHART 2

A REVIEW OF THE BASIC ASSUMPTIONS

A. The Major Desired Outcomes of the Helper-Helpee Relationship are:

1. THE HELPEE BECOMES MORE AUTONOMOUS (more independent of the Helper)
2. THE HELPEE ACCEPTS THE PROBLEM AS HIS/HER OWN
3. THE HELPEE DEVELOPS A MORE FUNCTIONAL USE OF HIS/HER LATENT INNER RESOURCES (more able to use these resources in solving the present and future problems)

B. In order to Produce the Major Desired Outcomes of the Helper-Helpee Relationship, the Helper must display such behaviors as the following:

1. LISTENING RATHER THAN TELLING
2. CLARIFYING RATHER THAN GIVING ADVICE
3. GETTING THE HELPEE TO SAY MORE CLEARLY WHAT HE (the Helpee) MEANS
4. TRYING TO UNDERSTAND WHAT THE HELPEE IS SAYING RATHER THAN ASSUMING HE (the Helper) ALREADY KNOWS
5. DOING AND SAYING THINGS THAT MAKE THE HELPEE FEEL MORE AT EASE
6. REFRAINING FROM MAKING JUDGMENTAL OR EVALUATIVE STATEMENTS

CHART 3

SUGGESTIONS ON HOW THE HELPER CAN ASSIST THE

HELPEE IN CLARIFYING HIS PROBLEM

The Helper can Assist the Helpee Clarify His Problem by Looking at:

1. HOW CLEAR IS IT?

2. IS IT SEVERAL PROBLEMS OR ONE?

3. WHAT DO YOU WANT TO BE DIFFERENT?

4. PROBE FOR MORE INFORMATION WITH QUESTIONS, LIKE "WHAT HAPPENS WHEN ..?

5. IS IT STATED IN TERMS OF A GRIPE OR A GOAL?

6. WHAT IS THE GOAL?

CHART 4

DIRECTIONS FOR EXERCISE

EXERCISE #1

(FIRST SCAN THE DIRECTIONS BELOW, BUT DON'T START THE EXERCISE UNTIL YOU HAVE LISTENED TO THE PROGRAM TAPE AGAIN FOR FURTHER CLARIFICATION OF THE DIRECTIONS.)

1. This is a communication exercise, focusing on speaking precisely and listening carefully. The objectives of the exercise are:

   a. To stimulate the participants to listen carefully to others in order to improve their comprehension of what was said.

   b. To stimulate participants to speak more precisely.

   c. To further the understanding of the complexity of and difficulties involved in communication.

2. For this exercise, two of the participants are to sit in chairs face-to-face. The present exercise requires the use of an observer or monitor.

3. Select a topic about which the two persons, sitting face-to-face have very strong opinions. Each of these persons is to take opposing sides to the issues. (The exercise works best if you choose aspects that involve your own personal values and points of view.)

4. Begin your discussion of the topic. The rule you are to follow in discussion is as follows:

   THE LISTENER CAN SPEAK UP FOR HIMSELF ONLY AFTER HE HAS FIRST RESTATED THE IDEAS AND FEELINGS OF THE PREVIOUS SPEAKER ACCURATELY, AND TO THAT SPEAKER'S SATISFACTION.

In other words each of you is to recapitulate to the other's satisfaction what the speaker has said before the listener may reply.

CHART 5 (continued on next page)

(Directions for Exercise #1, continued.)

5. The monitor is to listen carefully and to check periodically as to whether a speaker has been satisfied with the recapitulation given by the listener. He is there to provide a third, more objective opinion.

6. Either the listener or the monitor should not hesitate to ask the speaker to stop when he feels he cannot remember anymore - part of the exercise is to place the responsibility for understanding on the listener.

7. Continue your discussion until you are satisfied that you are clear about some of the problems involved in this form of a discussion, and have been able to resolve these difficulties.

8. When the discussion of the topic is terminated, have a brief exchange of ideas on your experience with this form of dialogue. As you listen, keep the following questions in mind:

    a. Questions concerning the Speaker:

        1. Does the speaker organize his thoughts before speaking?

        2. Does the speaker try to include too many ideas, often unrelated, in his statement making comprehension difficult?

        3. Does the speaker answer the points made by the previous speaker; thereby, actually responding to what has been said?

    b. Questions concerning the Listener:

        1. Does the listener give undivided attention?

        2. Does the listener think about his answers, instead of paying full attention?

        3. Does the listener tend to listen for details rather than the essential message?

9. From your discussion of the exercise, write down your conclusions as to the kinds of problems which make it difficult for two people to understand each other in a conversation.

CHART 5 (continued on next page)

(Directions for Exercise # 1, continued)

(BEFORE YOU RE-READ THE DIRECTIONS FOR THIS EXERCISE, TURN THE RECORDER ON AGAIN FOR FURTHER CLARIFICATION OF THESE DIRECTIONS.)

TURN THE RECORDER ON NOW

10. When you have completed the exercise, continue on with the modular presentation.

CHART 5

SUGGESTED READINGS

Berne, Eric. Games People Play. New York: Grove Press Inc., 1964.

Hall, Edward T. Silent Language. Garden City, L.I.: Doubleday, 1959. & Greenwich, Connecticut: Fawcett, 1959.

Harris, Ben M., and Wailand Bessent. In-Service Education: A Guide to Better Practice. Englewood Cliffs, New Jersey: Prentice Hall, 1969.

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CHART 6

SUGGESTED ACTIVITIES

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2. Construct role-playing situations in which the administration, teachers and students participate. Utilize these role-playing situations as part of the staff development program for your school.

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4. Record some of your administrator-teacher conferences on audio tape, and have the concerned teachers and yourself critique these conferences together.

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